DOCUMENT RESUME

ED 226 030 TM 830 058

TITLE	Multiple-Choice Cloze Exercises: Textual Domain, Language Arts. SPPED Test Development Notebook, Form 81-LA [and] Answer Key for Multiple-Choice Cloze Exercises: Textual Domain, Language Arts. SPPED Test Development Notebook, Form 85-LA. Revised.
INSTITUTION	New York State Education Dept., Albany. Div. of Research.
PUB DATE	77
NOTE	219p.; For related documents, see TM 830 056-065.
PUB TYPE	Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Answer Keys; *Cloze Procedure; Difficulty Level; Elementary Secondary Education; Etymology; Grammar; *Item Banks; *Language Arts; *Multiple Choice Tests; Reading Comprehension; Reading Tests; Reference Materials; Speech Communication; Textbooks; Writing (Composition)

ABSTRACT

The "Test Development Notebook" is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. This volume contains 200 multiple-choice cloze exercises taken from language arts textbooks, and the accompanying answer key. Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, the "Handbook." The "Handbook" is the guide to the "Test Development Notebook," and users should review it before starting to work with the multiple-choice cloze exercises in this volume. (Author/BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226030

SPPED

FORM
81
LA

TEST DEVELOPMENT NOTEBOOK

Multiple-Choice Cloze Exercises TEXTUAL DOMAIN Language Arts

Revised 1977

TM 830 058

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Divisions of Research and Evaluation
Albany, New York 12234
1976

SPPED: System for Pupil and Program Evaluation and Development

TEST DEVELOPMENT NOTEBOOK

Multiple-Choice Cloze Exercises

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Research
Albany, New York 12234
Revised 1977

Copyright 1976
The University of the State of New York
The State Education Department

Individuals or institutions wishing to use the Test Development Notebook should contact the Bureau of School and Cultural Research, New York State Education Department, Albany, New York 12234, regarding conditions for use.

ACKNOWLEDGMENTS

The preparation of the Test Development Notebook was initiated in 1974 by Robert P. O'Reilly, then Chief of the Bureau of School and Cultural Research, New York State Education Department. Participants in its development were: Production--Jean Corigliano, Joan Heffler, Shelly Sternbach, and Susan Weiner; Research--Paul D. Hayford, Steven J. Kidder, Ruth Salter, R.T. Schuder, Ronald Streeter, and Gerlach van Gendt.

When first printed in 1976, the Test Development Notebook contained 1,496 Multiple-Choice Cloze Exercises including over 1,000 with passages taken from textbooks for grades 1 through 10. In 1977 a number of the exercises in the Textual Domain were revised, and the domain was expanded with the addition of 229 exercises from texts for grades 11 and 12.

Paul D. Hayford, Assistant in Education Research, and Ruth Salter, Associate in Education Research, in the Bureau of School and Cultural Research, were responsible for the revision of the exercises and, with Linda Rennells, Consultant, for the review and editing of the additions.

The additional exercises were prepared by 15 teachers in the East Syracuse-Minoa, Jamesville-DeWitt, and West Genesee School Districts under a Title IV-C Grant received by East Syracuse-Minoa for a Demonstration Project on Integrating Reading into Content Areas. Starr Canestraro, Instructional Coordinator for the East Syracuse-Minoa Central Schools, arranged the summer workshop where training in the construction of the Multiple-Choice Cloze Exercises was provided by Mr. Hayford. Teacher participants were: Louis DiMento, Peter Fantinato, Gerald Kelly, Irene Marquart, Ida Nesheiwat, Bruno Puetzer, Jr., Patricia Santulli, James Slowik, Lawrence Sollitt--East Syracuse-Minoa; Joseph Culhane, Lloyd Jerauld--Jamesville-DeWitt; Judy Carpenter, David Crawford, Lynn Davis, Patricia Flynn--West Genesee.

Secretarial service for the revision and expansion of the Notebook was provided by Vicki Noble and Nancy Wait.

USER INFORMATION

This Test Development Notebook is a resource designed for the preparation of tests of literal comprehension for students in grades 1 through 12. It contains 1,725 Multiple-Choice Cloze Exercises with passages taken from four domains or types of material students read--the Textual Domain, the Citizen Domain, the Consumer Domain, and the Reference Domain. The Textual Domain encompasses textbooks in the five major content or subject-matter areas--Reading/Literature, Language Arts, Social Studies, Science, and Mathematics. The Citizen Domain covers Newspapers and News Magazines. The Consumer Domain includes advertisements and packaging, bulletins, consumer magazines, and the like. The Reference Domain takes in test instructions, instructional magazines, encyclopedias, dictionaries, and other reference works.

The Test Development Notebook is divided in nine sections as follows:

Section	Code	Exercises
Textual Domain: Reading/Literature	R	425
Textual Domain: Language Arts	LA	200
Textual Domain: Social Studies	SS	260
Textual Domain: Science	S	200
Textual Domain: Mathematics	M	200
Citizen Domain: Newspapers	N	120
Citizen Domain: News Magazines	NM	120
Consumer Domain	C	100
Reference Domain	Rf	100

Each section has its own cover page and an index showing the number of exercises by level of difficulty. As the Notebook is unbound, the sections may be readily separated and placed in individual ringbinders or file folders to facilitate test assembly and storage.

Each exercise carries the code letter of the section to which it belongs. The code letter is followed by the difficulty level of the passage as determined by application of a readability formula. Exercises at each difficulty level are numbered sequentially. Thus, R 15-6 in large print in the upper right corner of an exercise indicates that the exercise is from the Reading/Literature section (Textual Domain), that it is at difficulty level 15, and that it is the sixth Reading/Literature passage at that difficulty level.

Supplemental, small-print codes on the exercises give additional passage information as explained in SPPED Form 86, Test Development Notebook, Multiple-Choice Cloze Exercises: Handbook. The Handbook also describes the Multiple-Choice Cloze format, explains the difficulty levels, suggests test designs for various evaluation purposes, discusses scoring, and outlines test assembly procedures.

The Handbook is, in short, the guide to the Test Development Notebook, and users should review it thoroughly before starting to work with the Multiple-Choice Cloze Exercises. Users will also need SPPED Form 85, Test Development Notebook, Answer Key for Multiple-Choice Cloze Exercises. The Answer Key has nine sections, corresponding to the nine sections of the TDN, i.e., Reading/Literature, 85R; Language Arts, 85LA; and so forth.

Number of Exercises by Difficulty Level

TEXTUAL DOMAIN: Language Arts (LA)

Total Exercises: 200*

Level	Exercises	Level	Exercises
1		15	7
2		16	11
3	1	17	9
4	2	18	16
5	10	19	13
6	8	20	12
7	7	21	6
8	11	22	10
9	8	23	9
10	11	24	5
11	9	25	
12	14	26	
13	11	27	
14	10	28	

*Taken from language arts texts, grades 3-12.

Sing-out words say, "Look at me and __________ to me." Sometimes sing-out __________ sing out a __________, a color you can __________ and feel and even __________ . Sometimes sing-out words __________ out a sound. Slurp is a sing-out __________ . It sounds juicy. __________ is a sing-out word. It __________ thin. Boing is a sing-out __________ . How does it sound?

○
1. listen
2. pitch
3. give
4. swim

○
1. trips
2. words
3. shores
4. creams

○
1. ladder
2. cut
3. color
4. person

○
1. see
2. steer
3. find
4. spoil

○
1. hear
2. matter
3. spring
4. toss

○
1. sing
2. cut
3. scamper
4. sleep

○
1. jet
2. neighbor
3. word
4. girl

○
1. Screech
2. Tonight
3. Foot
4. Prize

○
1. studies
2. sounds
3. thunders
4. tries

○
1. station
2. word
3. song
4. ground

If you can tell a __________, you can write a __________ . You start by letting an __________ play around in your __________ for a while. Pretty __________, the idea begins to __________, and you write down what it __________ . That is one way __________ are written. The __________ can be almost anything. It can be a __________ . Boxes are every color and size you can imagine.

○
1. story
2. course
3. sill
4. mind

○
1. story
2. zoo
3. chair
4. tag

○
1. evening
2. ear
3. age
4. idea

○
1. turn
2. peep
3. block
4. head

○
1. heavily
2. bravely
3. soon
4. sadly

○
1. dive
2. fail
3. flag
4. talk

○
1. farms
2. puzzles
3. breaks
4. says

○
1. thieves
2. handles
3. visits
4. stories

○
1. dime
2. pile
3. idea
4. case

○
1. grab
2. puff
3. box
4. cut

Think of a word that __________ *fast*. What is a __________ that has about the same __________ as *small*? The words that you __________ of are called *synonyms*. __________ is a synonym for __________. *Little* is a synonym for __________. Another synonym for *small* is __________. Another synonym for *fast* is __________.

Now think of one __________ for the word *yell* and two synonyms for the word *big*.

○

1. **begins**
2. **wets**
3. **means**
4. **masters**

○

1. **cut**
2. **word**
3. **drift**
4. **supper**

○

1. **netting**
2. **meaning**
3. **mailing**
4. **scolding**

○

1. **squealed**
2. **thought**
3. **squawked**
4. **groaned**

○

1. *Both*
2. *Quick*
3. *Possible*
4. *Flashy*

○

1. *fast*
2. *polite*
3. *last*
4. *three*

○

1. *small*
2. *comfortable*
3. *happy*
4. *first*

○

1. *leathery*
2. *main*
3. *stately*
4. *tiny*

○

1. *greedy*
2. *serious*
3. *speedy*
4. *real*

○

1. **plural**
2. **bulletin**
3. **comma**
4. **synonym**

An interesting news letter tells the ________ something he will enjoy ________ or would like to ________ . Think of someone to whom the ________ might write a letter. These ________ may help you: Who has ________ away? Who is and will be ________ from school for some ________ ? Who would like to ________ news from the class? Who has ________ a letter to the class?

○
1. reader
2. comma
3. plural
4. pronoun

○
1. choosing
2. checking
3. reading
4. numbering

○
1. wash
2. know
3. sigh
4. finish

○
1. class
2. climb
3. cowboy
4. fun

○
1. questions
2. loves
3. sparks
4. beds

○
1. slept
2. moved
3. blossomed
4. planted

○
1. absent
2. dead
3. ripe
4. cheerful

○
1. electricity
2. stick
3. time
4. seed

○
1. say
2. toot
3. need
4. get

○
1. stoned
2. tooted
3. needed
4. written

Often you will need to make a __________ about something you have __________, seen, heard, or __________ . When you choose a __________ on which to make a __________, you should follow these __________ : Choose a subject in which you are __________ . Choose a subject about which __________ will like to hear. __________ a subject about which you __________ enough to make a report.

○
1. verb
2. comma
3. report
4. contraction

○
1. milked
2. hung
3. stormed
4. done

○
1. hurt
2. stolen
3. chewed
4. read

○
1. bulletin
2. predicate
3. subject
4. synonym

○
1. report
2. pronoun
3. synonym
4. postcard

○
1. pats
2. rules
3. ends
4. numbers

○
1. interested
2. burned
3. chopped
4. whistled

○
1. homes
2. cupcakes
3. tags
4. others

○
1. Drink
2. Choose
3. Free
4. Cross

○
1. hatch
2. cost
3. save
4. know

Always remember that a word can have more than ________ meaning. How can you ________ which meaning of a ________ is correct? You can ________ how it is ________ with other words in a ________ .

If Jack says to Edith, "________," Edith may not know what he ________ . But if Jack says, "Is there ________ ***space*** **for another picture?" she would ________ which meaning of** ***space*** **he was using.**

○
1. one
2. final
3. mad
4. purple

○
1. sigh
2. tell
3. hum
4. squawk

○
1. sweet
2. word
3. stop
4. fairy

○
1. pay
2. see
3. wave
4. toot

○
1. used
2. knocked
3. mined
4. tricked

○
1. plural
2. sentence
3. synonym
4. predicate

○
1. *Men*
2. *Space*
3. *Toot*
4. *Second*

○
1. means
2. silences
3. swims
4. carts

○
1. eager
2. enough
3. four
4. stormy

○
1. smell
2. groan
3. reward
4. know

When you greet a caller at the __________, you should follow the __________ on this page.

If you __________ the caller, use his __________. Say, "How do you __________,------?" Then ask him to __________ in and sit __________ while you get the __________ he wants. If the __________ is a stranger, ask him to __________ at the door while you get the person he wants.

○
1. door
2. box
3. hunt
4. king

○
1. trunks
2. fruits
3. markets
4. rules

○
1. hurt
2. miss
3. know
4. cut

○
1. farm
2. name
3. uncle
4. hill

○
1. jump
2. weather
3. do
4. hope

○
1. cut
2. poke
3. fit
4. come

○
1. clearly
2. deliciously
3. backward
4. down

○
1. person
2. smell
3. magic
4. spill

○
1. oven
2. squirrel
3. roar
4. caller

○
1. shop
2. wait
3. teach
4. race

You have learned that a __________ letter written twice together is __________ a double consonant. See how __________ is spelled. It has __________ letters. It ends with a __________ consonant. Say *bell*. Hear the __________ spelled by the double __________ *ll*.

Double consonants can __________ at the ends of __________, as in *guess* and __________, or in the middles of words as in *apple* and *kitten*.

○
1. consonant
2. feathery
3. delicious
4. wonderful

○
1. frightened
2. called
3. killed
4. seized

○
1. *bell*
2. *day*
3. *snow*
4. *coat*

○
1. strong
2. dear
3. four
4. orange

○
1. west
2. hidden
3. lumpy
4. double

○
1. sound
2. sight
3. river
4. hope

○
1. neighborhood
2. handkerchief
3. consonant
4. weight

○
1. toss
2. burn
3. shoe
4. come

○
1. passes
2. words
3. dances
4. beads

○
1. *right*
2. *half*
3. *full*
4. *cloudy*

If someone gave you a ticket for a __________ movie, would you go to __________ it? Of course you would! If someone __________ you a ticket that you could __________ any time to __________ to the movies, would you __________ it? Of course you would!

A __________ card is like a __________ movie ticket. You can __________ your library card to __________ out books at almost any time.

○
1. dusty
2. good
3. plain
4. fat

○
1. drive
2. pick
3. plow
4. see

○
1. coached
2. dusted
3. fried
4. gave

○
1. sweep
2. point
3. use
4. state

○
1. go
2. shovel
3. beg
4. blow

○
1. use
2. button
3. buzz
4. list

○
1. library
2. chosen
3. swift
4. sharp

○
1. gentle
2. hip
3. free
4. busy

○
1. use
2. wear
3. enter
4. bump

○
1. block
2. wear
3. take
4. sweep

If you say the endings of __________ correctly, your classmates will __________ what you are saying.

What is the __________ sound of the words *glimmering* and *scooting*? __________ each word. Sound the *ing* __________ .

What is the ending __________ of the words *bright* and __________ ? Say each word. Be __________ to sound the letter *t*.

What __________ words in the poem, "Squirrel, Squirrel" __________ with the letter *t*?

○
1. hens
2. words
3. giraffes
4. signals

○
1. telephone
2. understand
3. chase
4. surround

○
1. ending
2. sewing
3. circling
4. banging

○
1. Say
2. Corner
3. Jerk
4. Rub

○
1. plainly
2. crazily
3. dearly
4. cruelly

○
1. pillow
2. fool
3. sound
4. rope

○
1. *day*
2. *picnic*
3. *beach*
4. *light*

○
1. alive
2. sure
3. sad
4. lordly

○
1. steep
2. mad
3. proud
4. other

○
1. end
2. part
3. heat
4. eat

It is correct to use the __________ *eaten* and *given* with a __________ word such as *had*, *is*, or *were*. It is __________ correct to use the __________ *ate* and *gave*, with a __________ word. The words *ate*, __________, *gave*, and *given* are __________ to tell or __________ about something that has __________ happened. Do not use __________ for *ate* or *eaten*. Do not use *give* for *gave* or *given*.

○
1. drips
2. words
3. inns
4. leaders
5. tags

○
1. raining
2. clumping
3. dropping
4. helping
5. drawing

○
1. gently
2. rapidly
3. awful
4. freshly
5. never

○
1. turnips
2. rooms
3. words
4. wolves
5. ponies

○
1. helping
2. molding
3. picking
4. reading
5. jumping

○
1. *ironed*
2. *pressed*
3. *remained*
4. *shown*
5. *eaten*

○
1. used
2. scared
3. whirled
4. pecked
5. trapped

○
1. pop
2. tap
3. shop
4. ask
5. bet

○
1. already
2. kindly
3. happily
4. hungrily
5. warmly

○
1. *shoot*
2. *find*
3. *note*
4. *eat*
5. *wipe*

In some ways, telling a ________ is like giving a ________ .

In a story, just as in a ________, you should do these ________ things: Tell all the ________ ideas. Keep to the ________ . Tell things in the ________ in which they happened.

A ________ report and a good ________ are both interesting to ________ or read, but there are some important differences between a story and a report.

○

1. mile
2. week
3. spare
4. story
5. hill

○

1. report
2. consonant
3. hyphen
4. suffix
5. capitalization

○

1. report
2. prefix
3. speaker
4. margin
5. grammar

○

1. grown
2. creaky
3. complete
4. tender
5. three

○

1. important
2. faulty
3. homely
4. southern
5. desperate

○

1. subject
2. circus
3. hose
4. fortune
5. highway

○

1. rock
2. nod
3. order
4. cork
5. raccoon

○

1. soft
2. stiff
3. shiny
4. crunchy
5. good

○

1. onion
2. spray
3. merchant
4. story
5. operator

○

1. blame
2. hear
3. wet
4. dash
5. straighten

Often you will need to __________ directions that tell how to __________ something, how to __________ a certain game, or how to __________ from one place to some __________ place. When that happens, __________ these rules: Tell all the __________ things that need to be __________ . Do not leave out any __________ step. Tell things in the __________ in which they are to be done.

○
1. like
2. amuse
3. hear
4. knock
5. give

○
1. reward
2. divide
3. dash
4. buck
5. make

○
1. peel
2. play
3. space
4. spell
5. worry

○
1. list
2. heap
3. get
4. spy
5. kill

○
1. bossy
2. narrow
3. successful
4. other
5. earnest

○
1. follow
2. approach
3. whip
4. suck
5. satisfy

○
1. soapy
2. ill
3. velvety
4. exact
5. important

○
1. done
2. combed
3. skated
4. blown
5. marched

○
1. mistaken
2. cheerful
3. grateful
4. deserted
5. important

○
1. alarm
2. nibble
3. poster
4. author
5. order

The first word in the __________ of an invitation begins with a __________ letter. The word *Mother* __________ with a capital letter in the __________ of an invitation. Other __________ such as *Father*, *Uncle*, and __________ also begin with capital __________ when they are __________ in the greeting of an __________ .

A comma is used after the __________ of an invitation.

○
1. house
2. sigh
3. shove
4. greeting

○
1. final
2. quiet
3. thin
4. capital

○
1. lumps
2. sends
3. trades
4. begins

○
1. foot
2. tractor
3. whistle
4. greeting

○
1. words
2. silks
3. eggs
4. friends

○
1. *Aunt*
2. *Cornfield*
3. *Tape*
4. *Room*

○
1. letters
2. lunches
3. washes
4. gloves

○
1. wiggled
2. taken
3. used
4. spread

○
1. ocean
2. apple
3. accident
4. invitation

○
1. sound
2. greeting
3. candle
4. cow

When you talk about the __________ your classmates play their __________ in "Cinderella," you may __________ the words *good* and __________ . The words *good* and __________ are used correctly in the __________ sentences. Which word is __________ to describe a __________ or thing? Which __________ is used in telling how something is __________ ?

"I thought Larry was a *good* coachman," Linda remarked.

"The wicked stepmother did her part *well*, too," added Susan.

○
1. dream
2. steam
3. way
4. policeman

○
1. geese
2. parts
3. summers
4. smells

○
1. use
2. pound
3. continue
4. top

○
1. *kindly*
2. *hourly*
3. *truly*
4. *well*

○
1. *highly*
2. *enormously*
3. *well*
4. *willing*

○
1. swimming
2. following
3. meeting
4. fixing

○
1. spent
2. sided
3. bit
4. used

○
1. person
2. glass
3. trunk
4. bar

○
1. pat
2. word
3. shell
4. sign

○
1. led
2. seen
3. done
4. asked

An example of a word with more than one __________ is *space*. Sometimes *space* __________ just a little __________ somewhere on earth. You can __________ of the *space* between the __________ and the door.

But you can also __________ use the word *space* to __________ the whole universe. At __________, you can see the __________ and stars in *space*. __________ this kind of space is called *outer space*.

○
1. loading
2. burning
3. dusting
4. meaning

○
1. chops
2. hunts
3. means
4. sparks

○
1. girl
2. smell
3. head
4. place

○
1. buzz
2. honk
3. speak
4. taste

○
1. magic
2. jump
3. voice
4. window

○
1. often
2. kindly
3. sweetly
4. wildly

○
1. cross
2. back
3. mean
4. order

○
1. milk
2. metal
3. watch
4. night

○
1. tomorrow
2. balloon
3. moon
4. fire

○
1. Thickly
2. Nicely
3. Hungrily
4. Sometimes

There are many ways in which we can __________ books looking clean and __________ . One way to keep a __________ clean is to wash our __________ before using the book. Then we will not __________ dirty fingerprints on the __________ . It is better to __________ a bookmark than to __________ pencil marks in a __________ . Pens, pencils, erasers, and __________ things should not be used as bookmarks.

○
1. suit
2. squawk
3. keep
4. shed

○
1. new
2. black
3. strange
4. proud

○
1. brook
2. rock
3. book
4. square

○
1. roads
2. hands
3. kites
4. blocks

○
1. thud
2. tip
3. head
4. leave

○
1. pages
2. splashes
3. stands
4. thirds

○
1. untie
2. light
3. state
4. use

○
1. trick
2. offer
3. whisper
4. make

○
1. book
2. piece
3. hand
4. work

○
1. jerky
2. stormy
3. such
4. fat

If you were given a __________ book for a birthday __________ or if your reading __________ has interesting books, you will __________ to keep the books __________ and new-looking. Do you __________ the right way to __________ books? Take part in a __________ about the way to __________ books. What are the __________ and wrong ways to treat a book?

○
1. short
2. curious
3. new
4. mad

○
1. gift
2. goose
3. rope
4. dish

○
1. bone
2. table
3. puppy
4. pig

○
1. buzz
2. wish
3. push
4. watch

○
1. feathery
2. clean
3. inky
4. curious

○
1. call
2. tease
3. thank
4. know

○
1. pound
2. clear
3. iron
4. treat

○
1. robin
2. conversation
3. circus
4. home

○
1. cage
2. track
3. star
4. treat

○
1. right
2. enormous
3. chewy
4. upstairs

King Krunch of Nopop had a __________ named Lester. Lester's __________ was to make the __________ and his court __________ . Lester did it by __________ with words.

One day, King Krunch and the __________ were packing up for a __________ to the country. King Krunch, who was in a __________ mood, shouted at Lester, "You, there, __________ me a trunk at __________ !"

○
1. state
2. jester
3. punch
4. stick
5. desert

○
1. job
2. tuck
3. opposite
4. row
5. increase

○
1. foolishness
2. cap
3. rescue
4. king
5. yell

○
1. fold
2. plunge
3. laugh
4. tie
5. bet

○
1. eating
2. playing
3. splitting
4. parting
5. joining

○
1. trial
2. cloud
3. taxi
4. court
5. symbol

○
1. carpenter
2. hat
3. trip
4. pearl
5. bucket

○
1. frank
2. homely
3. simple
4. bad
5. fat

○
1. tag
2. blend
3. fluff
4. get
5. grind

○
1. discovery
2. once
3. liberty
4. business
5. base

Whenever you need to write a __________, follow these rules to __________ others understand just what you are __________ about: Get clearly in __________ what the topic of your __________ is to be.

As you __________, be sure to keep to the __________ of your paragraph. Make each __________ say something about that __________ .

Do not use a __________ which says something about some other topic.

○

1. vowel
2. rhyme
3. solo
4. paragraph
5. period

○

1. receive
2. defend
3. grind
4. limit
5. help

○

1. talking
2. settling
3. starving
4. drifting
5. waiting

○

1. cement
2. mind
3. football
4. grass
5. mold

○

1. author
2. autobiography
3. synonym
4. grammar
5. paragraph

○

1. celebrate
2. write
3. announce
4. drown
5. flush

○

1. introduction
2. summary
3. envelope
4. topic
5. conversation

○

1. sentence
2. colon
3. suffix
4. period
5. alphabet

○

1. summary
2. conversation
3. rhyme
4. limerick
5. topic

○

1. predicate
2. primer
3. sentence
4. dictionary
5. plot

Boys and girls often talk together to __________ what to do about a __________ or what the answer to a __________ is. The problem or __________ may have come up in __________ work. It may have come up in the __________ of a party. When __________ talk together to try to __________ a problem or answer a __________, they are having a __________ .

○
1. bloom
2. stall
3. decide
4. imitate
5. stop

○
1. problem
2. mist
3. mister
4. western
5. whimper

○
1. frontier
2. furnace
3. wheel
4. question
5. bandage

○
1. diamond
2. entrance
3. question
4. driver
5. experience

○
1. pacific
2. school
3. squeaky
4. proper
5. streaky

○
1. forcing
2. lying
3. planning
4. stirring
5. flagging

○
1. cattle
2. people
3. humors
4. catches
5. hammers

○
1. settle
2. suffer
3. suggest
4. watch
5. stalk

○
1. flip
2. larder
3. question
4. result
5. beard

○
1. *discussion*
2. *juncture*
3. *headquarters*
4. *background*
5. *dictionary*

There are stories around you all the time. __________ your eyes and ears __________ so that you will be __________ to store up good __________ to use for the __________ you tell and write. You might __________ to keep a list of __________ for stories in a __________ notebook. If you go on a __________, you may want to __________ notes so that you can use the ideas in writing a story about your trip.

○
1. Break
2. Blow
3. Kiss
4. Keep

○
1. bent
2. blue
3. cheeky
4. open

○
1. able
2. stupid
3. proud
4. hungry

○
1. fits
2. ideas
3. kittens
4. tents

○
1. stories
2. deer
3. turtles
4. ducks

○
1. like
2. bend
3. burn
4. row

○
1. ideas
2. towers
3. laughs
4. months

○
1. homely
2. direct
3. little
4. fierce

○
1. cage
2. frog
3. dare
4. trip

○
1. park
2. write
3. feed
4. wear

03-07-01-02-01 **LA 7-2**

Tim had won a prize for being a good __________ and was writing a __________ about how he __________ . This is one of the __________ from his story:

I __________ good when I won the __________ .

Do you think the __________ *good* is the right __________ to use in that __________ ? Why? What words can you __________ of that would better tell how Tim really felt?

○
1. citizen
2. look
3. valley
4. button

○
1. palace
2. story
3. crow
4. dream

○
1. felt
2. flew
3. minded
4. towered

○
1. verbs
2. consonants
3. sentences
4. underlines

○
1. smelled
2. held
3. tasted
4. felt

○
1. prize
2. stamp
3. evening
4. keeper

○
1. snowstorm
2. trick
3. word
4. dad

○
1. air
2. blueberry
3. word
4. hurt

○
1. carol
2. sentence
3. speaker
4. adjective

○
1. die
2. wish
3. think
4. beg

Before you give reports about ______ and airplane workers, you ______ to find interesting facts. If the ______ you tell are interesting, your ______ will enjoy listening to your ______ . You can find interesting ______ in different ways. Perhaps you ______ someone who is a ______ or a ground worker. He will ______ your questions. You may ______ to the library and read books about airplanes.

5

○
1. airplanes
2. discoveries
3. expressions
4. operators
5. flickers

○
1. mold
2. need
3. play
4. grab
5. blaze

○
1. facts
2. roars
3. letters
4. presses
5. dumps

○
1. cupcakes
2. villagers
3. classmates
4. doorbells
5. carriages

○
1. comma
2. noun
3. capitalization
4. report
5. handwriting

○
1. facts
2. prayers
3. necks
4. baits
5. trays

○
1. guide
2. drive
3. nail
4. know
5. delight

○
1. pilot
2. scoop
3. shark
4. widow
5. crown

○
1. dangle
2. answer
3. scratch
4. tickle
5. garden

○
1. thrill
2. see
3. tumble
4. go
5. pay

Write a riddle about a __________ you would like. Here are __________ things you might __________ in your riddle. In the __________ sentence, tell the __________ of the pet. In the __________ sentence, tell how the __________ feels. Also tell how it __________ . In the third sentence, __________ what the animal likes to __________ best.

○
1. fan
2. pet
3. trip
4. sack
5. vent

○
1. some
2. squirmy
3. stupid
4. fair
5. distant

○
1. sink
2. roar
3. slam
4. tell
5. visit

○
1. puffy
2. wide
3. first
4. doubtful
5. salty

○
1. cake
2. name
3. watch
4. ring
5. wand

○
1. different
2. narrow
3. earnest
4. second
5. invisible

○
1. concrete
2. advice
3. animal
4. experiment
5. medicine

○
1. gives
2. slams
3. shrugs
4. looks
5. mails

○
1. crack
2. cross
3. sniff
4. tell
5. swallow

○
1. fail
2. do
3. chip
4. cure
5. fan

How many different ways can you __________ of to classify __________ ? One way you could __________ is by writing the __________ class *pets* at the __________ of a page. Then __________ of two kinds of __________ . You might divide pets into __________ and *dogs*. Now think of __________ kinds of cats and __________ to list under each group.

○
1. beam
2. beg
3. think
4. howl
5. starve

○
1. tugs
2. cameras
3. tickets
4. troops
5. pets

○
1. market
2. bow
3. start
4. haunt
5. thump

○
1. purple
2. dim
3. general
4. national
5. firm

○
1. top
2. web
3. state
4. thicket
5. brook

○
1. stammer
2. say
3. wish
4. think
5. complain

○
1. pets
2. blades
3. grabs
4. secrets
5. logs

○
1. *cats*
2. *buds*
3. *routes*
4. *cones*
5. *trails*

○
1. dry
2. loose
3. dusty
4. narrow
5. some

○
1. ways
2. creeks
3. gangs
4. bandages
5. dogs

The English of early America was __________ like our language today. The __________ was different sometimes. People __________ spelled words as they __________ them. But when we __________ what they wrote a __________ time ago, we can __________ what they were __________ . Their language is not as __________ to our eyes and __________ as Old English and Middle English are.

○
1. dearly
2. much
3. hotly
4. tightly
5. less

○
1. prefix
2. jot
3. solo
4. hero
5. spelling

○
1. warmly
2. highly
3. meekly
4. solidly
5. often

○
1. indented
2. pronounced
3. defined
4. capitalized
5. quoted

○
1. hail
2. rate
3. wish
4. loom
5. read

○
1. fond
2. main
3. long
4. cold
5. real

○
1. grow
2. pinch
3. address
4. understand
5. influence

○
1. sparking
2. skinning
3. howling
4. tuning
5. saying

○
1. strange
2. anxious
3. private
4. athletic
5. capable

○
1. listening
2. stitching
3. scheduling
4. embroidering
5. understanding

When you tell a story, you __________ a short title that __________ what the story is about. You __________ a beginning sentence that will make your __________ wish to hear the __________ . You keep to the __________ of the story. You __________ the sentences in the __________ order. You use an __________ sentence that shows the __________ is finished.

○

1. chain
2. choose
3. sniff
4. dissolve
5. telephone

○

1. hardens
2. cooks
3. sinks
4. suggests
5. collects

○

1. use
2. feed
3. tow
4. mow
5. aim

○

1. inventors
2. products
3. sheep
4. listeners
5. shelves

○

1. story
2. level
3. pouch
4. apron
5. hotel

○

1. scuttle
2. cluster
3. subject
4. twilight
5. couple

○

1. fill
2. mar
3. tell
4. bite
5. rust

○

1. meek
2. south
3. undersea
4. right
5. spare

○

1. exploding
2. oiling
3. ending
4. indexing
5. acting

○

1. medal
2. fence
3. story
4. clock
5. groan

Often something that we see makes us __________ of a memory __________ behind our magic window. The __________ wakens a thought, the __________ grows into an idea, and the __________ may grow into a __________ .

Maybe the something-you-see is just a __________ bug in the grass. That __________ you remember the day you __________ two ants pass each other. You __________ if they said hello.

○
1. row
2. peep
3. stream
4. think

○
1. warned
2. taken
3. weighed
4. stored

○
1. country
2. dad
3. arm
4. memory

○
1. shadow
2. bar
3. center
4. thought

○
1. sand
2. idea
3. bowl
4. duck

○
1. plural
2. postcard
3. poem
4. verb

○
1. green
2. flashy
3. monthly
4. cloudy

○
1. sees
2. makes
3. promises
4. knows

○
1. stopped
2. saw
3. straightened
4. tilled

○
1. understood
2. wondered
3. behaved
4. quacked

Words that rhyme are words that end with the ________ sound. Here are some ________ that rhyme: fun—run ________—way.

Many rhyming words are like ________—*run* and *day*—*way*. They ________ with different letters. The ________ letters, however, sound alike. Most of them ________ look alike. Can you ________ other words that begin with ________ letters but end with the ________ letters?

○
1. last
2. same
3. enormous
4. scrubby

○
1. words
2. poles
3. covers
4. pennies

○
1. comb
2. cent
3. day
4. pipe

○
1. *fun*
2. *pat*
3. *nose*
4. *fair*

○
1. climb
2. kick
3. take
4. begin

○
1. kind
2. ripe
3. other
4. eager

○
1. richly
2. lately
3. even
4. kindly

○
1. list
2. waste
3. skin
4. cool

○
1. plain
2. different
3. fat
4. contented

○
1. lumpy
2. steady
3. same
4. free

Sometimes it may seem to you that there is __________ one important part in a __________ . Naturally, everyone wants to be it. __________, you can take a __________ part and *make* it __________ . "Peter Rabbit," a very __________ story to play, seems to __________ only two important parts, Peter and Mr. McGregor. But I have __________ children steal the __________ with their acting as the __________ net.

○
1. presently
2. only
3. commonly
4. lately

○
1. soldier
2. story
3. twig
4. curtain

○
1. Roll
2. Swallow
3. Remember
4. Respect

○
1. small
2. beady
3. cold
4. bent

○
1. curly
2. dry
3. important
4. leathery

○
1. loose
2. good
3. high
4. spare

○
1. have
2. bead
3. pull
4. sway

○
1. felt
2. seen
3. wrapped
4. dreamed

○
1. spy
2. show
3. statue
4. motor

○
1. forward
2. easy
3. upstairs
4. gooseberry

You have been talking for a __________ time. So without even __________ about it, you know how to __________ your language to fit the __________ .

When you are in the __________ of a fast game of __________, you don't stop to __________ about which words to __________ before you shout, "Steal __________ !"

When you meet someone for the __________ time, you naturally say, "Hello," or "How do you do?"

○
1. dim
2. long
3. tight
4. shiny
5. furry

○
1. crashing
2. gasping
3. thinking
4. rolling
5. hanging

○
1. carve
2. string
3. hammer
4. lash
5. change

○
1. shelf
2. planet
3. rooster
4. occasion
5. juice

○
1. middle
2. army
3. apple
4. thunder
5. soil

○
1. coral
2. oxen
3. geography
4. bamboo
5. baseball

○
1. chew
2. march
3. race
4. wiggle
5. wonder

○
1. stuff
2. divide
3. act
4. use
5. copy

○
1. paint
2. lead
3. shrimp
4. second
5. support

○
1. fast
2. heavy
3. salty
4. first
5. purple

The word *fast* may mean "__________ or rapid." It may __________ mean "to go without __________ ." Members of the early Christian __________ felt that you should not __________ in the morning before __________ services. Therefore, church members were __________ to fast or not __________ until after church __________ . Then they were __________ to *break* the *fast*. Write the name we have given to this meal.

○
1. yearly
2. quick
3. enough
4. worldly
5. stormy

○
1. widely
2. slowly
3. aloud
4. also
5. faintly

○
1. effort
2. wood
3. food
4. youth
5. police

○
1. church
2. author
3. concert
4. swan
5. blueberry

○
1. eat
2. order
3. blow
4. aim
5. yawn

○
1. curious
2. bald
3. veiled
4. watery
5. church

○
1. divided
2. expected
3. built
4. squeezed
5. balanced

○
1. mix
2. pick
3. sob
4. eat
5. prop

○
1. ponies
2. riders
3. caves
4. services
5. scales

○
1. innocent
2. slippery
3. scientific
4. upstairs
5. able

Suppose that your class wanted to make up an __________ story for two __________ to act out. One __________ could play the mother or __________ . The other could __________ the part of a __________ animal. Answering these questions may __________ you think of stories.

What could a __________ beaver say to a __________ beaver who was afraid to __________ down trees? What could the baby beaver say?

○
1. impatient
2. inland
3. animal
4. overhead
5. expensive

○
1. persons
2. labels
3. flushes
4. blinks
5. poisons

○
1. person
2. bridle
3. business
4. river
5. pole

○
1. slope
2. father
3. circus
4. newcomer
5. blizzard

○
1. stick
2. break
3. lock
4. play
5. trim

○
1. middle
2. tight
3. prompt
4. sure
5. young

○
1. track
2. chew
3. help
4. pity
5. plow

○
1. mother
2. medical
3. wide
4. gradual
5. creaky

○
1. painful
2. high
3. stable
4. proper
5. baby

○
1. jet
2. cut
3. drive
4. hunt
5. swim

There are different kinds of __________ that you may give to your __________ or to people outside of __________ . One kind tells about something you have __________, seen, heard, or read about. For __________, you may give a __________ about a horseback ride you __________ or a big fire you __________ . Another kind of report __________ your ideas on a __________ or question.

○

1. psalms
2. junctures
3. speakers
4. predicates
5. reports

○

1. canyon
2. class
3. litter
4. crate
5. skin

○

1. joy
2. bamboo
3. school
4. pine
5. rent

○

1. given
2. hung
3. startled
4. done
5. jerked

○

1. soup
2. command
3. pudding
4. example
5. strain

○

1. magazine
2. predicate
3. synonym
4. report
5. sentence

○

1. fried
2. visited
3. swept
4. numbered
5. had

○

1. parachuted
2. brought
3. wagged
4. saw
5. ate

○

1. pilots
2. rigs
3. tows
4. gives
5. buys

○

1. tortilla
2. problem
3. throat
4. bunk
5. weed

The boys and girls in Miss Lee's __________ liked to tell about __________ times. Some of the __________ enjoyed telling about their __________ at a picnic, at the __________, at the zoo, or in a __________ . Sometimes the children told about __________ adventures. Barbara told an __________ story about an __________ in the attic. She __________ clearly so that the children could understand what she said.

○

1. class
2. orange
3. apron
4. glider
5. clump

○

1. polite
2. smoky
3. enough
4. good
5. slim

○

1. pitchers
2. cousins
3. splinters
4. children
5. oxen

○

1. step
2. fun
3. jam
4. mop
5. cot

○

1. paint
2. total
3. motion
4. circus
5. quack

○

1. cycle
2. pound
3. palm
4. soda
5. park

○

1. offering
2. dressing
3. accepting
4. wiring
5. exciting

○

1. addressing
2. examining
3. interesting
4. arranging
5. affording

○

1. inning
2. opinion
3. acre
4. increase
5. adventure

○

1. spooned
2. blew
3. spoke
4. proved
5. staked

Book talks are ways to __________ others in books you have __________ . When you give a __________ talk, you can show your __________ to the class. If your __________ has pictures in it, you can __________ them to the class. You may even __________ to prepare your own __________ and charts. Before you __________ a book talk, be sure you can __________ any unfamiliar words you need to use.

○
1. measure
2. ruin
3. interest
4. poison
5. puzzle

○
1. muttered
2. enjoyed
3. pretended
4. rounded
5. positioned

○
1. main
2. book
3. sunny
4. sleepy
5. rubber

○
1. tower
2. book
3. steel
4. swim
5. song

○
1. frog
2. dash
3. bid
4. wheat
5. book

○
1. humor
2. show
3. think
4. drive
5. bleat

○
1. water
2. stamp
3. groan
4. burrow
5. want

○
1. clocks
2. pictures
3. plunges
4. parades
5. tricks

○
1. wave
2. whip
3. suffer
4. treat
5. give

○
1. enchant
2. pronounce
3. frighten
4. surround
5. disturb

You know that a sentence can be __________ to tell something or to __________ something. The telling or the __________ that a sentence does may be __________ in different ways. In __________ sentences, it is done in a __________ that shows surprise, excitement, __________, anger, or some other __________ feeling. In others it is __________ in a way that does not __________ strong feeling.

○
1. tried
2. cawed
3. used
4. hidden
5. aimed

○
1. dot
2. wag
3. ask
4. drag
5. tow

○
1. asking
2. watering
3. falling
4. arming
5. oiling

○
1. grown
2. done
3. stood
4. worn
5. kept

○
1. some
2. shiny
3. medical
4. snug
5. slim

○
1. way
2. sea
3. cub
4. rod
5. moo

○
1. oxygen
2. credit
3. fear
4. dough
5. gain

○
1. western
2. strong
3. stubby
4. rubber
5. toasty

○
1. tasted
2. done
3. led
4. mopped
5. shone

○
1. dial
2. show
3. wade
4. trip
5. pay

When you are talking to someone, do you __________ to "tune in" to his __________ or the way he __________ ? How do you __________ this? Does what you __________ out sometimes make you __________ what you were planning to __________ or how you were __________ to say it? What __________ parts of a situation might make you __________ to talk in one way rather than in another?

○
1. eat
2. die
3. bid
4. dye
5. try

○
1. mood
2. word
3. list
4. ruin
5. card

○
1. thrusts
2. feels
3. chugs
4. sires
5. yawns

○
1. do
2. walk
3. soak
4. pat
5. fly

○
1. buy
2. shriek
3. sing
4. hang
5. find

○
1. change
2. bounce
3. snap
4. fold
5. litter

○
1. tag
2. say
3. tie
4. smear
5. eat

○
1. hiding
2. going
3. adding
4. sewing
5. smashing

○
1. western
2. steel
3. fruity
4. other
5. musical

○
1. stretch
2. gnaw
3. raffle
4. creak
5. decide

04-09-01-02-01 **LA 9–1**

A sentence that tells something is a __________ . When you write it, you must __________ it with a capital __________ and end it with a __________ . A sentence that asks something is a __________ . When you write it, you must __________ it with a capital __________ and end it with a __________ mark. A sentence that __________ someone to do something is a __________ .

○
1. butterfly
2. marker
3. sunrise
4. statement
5. guest

○
1. clump
2. bleat
3. start
4. round
5. train

○
1. hind
2. letter
3. stamp
4. science
5. sound

○
1. period
2. surprise
3. door
4. motion
5. plate

○
1. curtain
2. glider
3. pebble
4. question
5. sputter

○
1. milk
2. court
3. start
4. treat
5. speed

○
1. letter
2. nap
3. earth
4. jerk
5. fight

○
1. necessary
2. future
3. peculiar
4. green
5. question

○
1. nibbles
2. plants
3. feeds
4. seeks
5. tells

○
1. command
2. stage
3. glance
4. rifle
5. summer

All groups of human beings __________ language to share ideas. Each __________ builds a language to __________ with its own way of __________ .

Two hundred years ago, we __________ no such words as "__________," "tractor," or "rocket" in our __________ language. When these things were __________, we invented words to __________ them. All groups of __________ do this. They build a language that fits the life they live.

○
1. don
2. visit
3. top
4. use
5. toot

○
1. kangaroo
2. curtain
3. group
4. echo
5. path

○
1. deal
2. limp
3. light
4. weed
5. cover

○
1. plenty
2. life
3. leather
4. surfacing
5. cost

○
1. had
2. rang
3. handed
4. fed
5. scared

○
1. pup
2. radio
3. evening
4. kingdom
5. orange

○
1. own
2. furry
3. painful
4. immediate
5. fat

○
1. panned
2. invented
3. filled
4. invited
5. strained

○
1. kick
2. name
3. thump
4. streak
5. split

○
1. bread
2. fear
3. garbage
4. preparation
5. people

For a long time after the Normans __________, two languages continued to be __________ in England. The officers of the __________, the judges in the __________, the lords and ladies, and all the __________ people around the king __________ French. The rest of the __________ talked English. Then slowly the French __________ passed out of use in England. English __________ the main language again. It was __________ by everybody.

○

1. gazed
2. mixed
3. came
4. yawned
5. hung

○

1. earned
2. dug
3. topped
4. dreamed
5. used

○

1. poet
2. ash
3. hill
4. link
5. law

○

1. twirls
2. flares
3. courts
4. fields
5. heavens

○

1. other
2. red
3. shy
4. smooth
5. rapid

○

1. blurted
2. called
3. spoke
4. said
5. shot

○

1. examples
2. people
3. sausages
4. delights
5. mice

○

1. essay
2. apostrophe
3. adverb
4. object
5. language

○

1. became
2. stretched
3. received
4. starved
5. slung

○

1. anchored
2. fielded
3. planted
4. spoken
5. harvested

Giving a report on a __________ that you are interested in may __________ a good deal of __________ .

Suppose you choose the __________ "Bringing Up Robins." You may __________ know a good deal about this from your __________ observations. To learn more, you should look up __________ in a bird book, or an __________, or both. Make notes to __________ yourself of what you have __________ .

○

1. saddle
2. favor
3. shirt
4. subject
5. flash

○

1. bicycle
2. seem
3. require
4. present
5. swirl

○

1. room
2. preparation
3. electricity
4. breakfast
5. chocolate

○

1. mutter
2. slam
3. groan
4. subject
5. spell

○

1. thickly
2. strangely
3. already
4. unhappily
5. overtly

○

1. own
2. neat
3. icy
4. gay
5. strong

○

1. *puddle*
2. *click*
3. *block*
4. *robin*
5. *kettle*

○

1. essay
2. encyclopedia
3. autobiography
4. apostrophe
5. abbreviation

○

1. picket
2. improve
3. stage
4. admire
5. remind

○

1. driven
2. hung
3. read
4. walked
5. hooked

05-09-01-02-01 **LA 9–5**

Read each example. Leave out the first __________ words.

You will brush your __________ .
You will turn out the __________ .
You will go to __________ .

Does each example __________ like a sentence when you __________ it this way? A __________ kind of sentence can be __________ by dropping the first __________ words from statements that __________ with *You will*. This new kind of sentence is called a *command*.

○
1. rosy
2. adult
3. two
4. shifty
5. plaid

○
1. pears
2. citizens
3. plots
4. castles
5. teeth

○
1. light
2. tiger
3. giant
4. bacon
5. pilot

○
1. science
2. bed
3. gum
4. speed
5. strength

○
1. sound
2. fetch
3. coach
4. thrive
5. heave

○
1. dial
2. gulp
3. baby
4. cure
5. read

○
1. new
2. fuzzy
3. bold
4. sad
5. dumb

○
1. sucked
2. made
3. sent
4. felt
5. sold

○
1. icy
2. two
3. born
4. odd
5. rare

○
1. migrate
2. hurry
3. tinker
4. begin
5. trade

Almost all languages borrow words from other __________ and keep them as __________ as they are useful. Nobody is __________, and the language that __________ the words for its own is __________ . Some of the words we __________ every day were __________ from the many different __________ that have been spoken in our __________ . From the French people we __________ the words *prairie*, *pumpkin*, *chute*, *toboggan*, as well as others.

○
1. languages
2. interrogatives
3. postcards
4. abbreviations
5. envelopes

○
1. rarely
2. richly
3. long
4. sadly
5. truly

○
1. timed
2. wagged
3. splashed
4. assured
5. robbed

○
1. hooks
2. stings
3. scrubs
4. takes
5. cements

○
1. richer
2. stricter
3. saltier
4. whiter
5. steeper

○
1. use
2. add
3. dot
4. wag
5. dip

○
1. borrowed
2. picketed
3. branched
4. stopped
5. hinged

○
1. previews
2. ballads
3. shams
4. magazines
5. languages

○
1. country
2. market
3. chimney
4. fiddle
5. battery

○
1. presented
2. tangled
3. dismayed
4. grumbled
5. borrowed

Is it possible for you to __________ everything about sports or __________ travel in one report? In the __________ you could find whole __________ about each of these __________, but you will probably __________ only a few minutes for your __________ . Choose one portion of a __________ subject for your report. __________ a topic you can __________ about in a short time.

○
1. shut
2. slap
3. tell
4. sing
5. roar

○
1. curly
2. innocent
3. space
4. soggy
5. leathery

○
1. factory
2. granny
3. lighthouse
4. library
5. monument

○
1. soups
2. books
3. grubs
4. homes
5. plugs

○
1. subjects
2. squares
3. punches
4. results
5. ceilings

○
1. have
2. delight
3. paint
4. bathe
5. squat

○
1. bruise
2. carpet
3. witch
4. janitor
5. report

○
1. swift
2. salty
3. broad
4. sleepy
5. milky

○
1. Choose
2. Connect
3. Sink
4. Topple
5. Rinse

○
1. tell
2. punch
3. ride
4. shake
5. whack

You often use the word *than* in __________ one person with another, as in *Frank is* __________ *than I am*. Sometimes, in such a __________, we leave out the __________ verb, as in *Frank is* __________ *than I*. In the __________ sentence *We played more* __________ *this year than them*, __________ the verb that was __________ out at the __________. Would you say *We played more games this year than them played*? Of course not!

○
1. comparing
2. cooking
3. sparkling
4. sniffing
5. toasting

○
1. *bluer*
2. *swampier*
3. *rosier*
4. *taller*
5. *rockier*

○
1. comma
2. period
3. soloist
4. consonant
5. sentence

○
1. fresh
2. costly
3. second
4. local
5. rocky

○
1. *dustier*
2. *redder*
3. *saltier*
4. *rockier*
5. *taller*

○
1. hungry
2. incorrect
3. yearly
4. hairy
5. geological

○
1. *fools*
2. *beetles*
3. *flows*
4. *games*
5. *fleets*

○
1. weed
2. add
3. snap
4. doom
5. cross

○
1. jeered
2. camped
3. bowed
4. broken
5. left

○
1. end
2. gun
3. monster
4. moon
5. minnow

Writing a book report is a __________ to tell others about __________ you have read. A __________ written report should contain __________ information about a book to __________ someone else decide whether or not he would __________ to read the book.

When you __________ a book report, remember to __________ your best handwriting. Remember to __________ the report when you have __________ .

○
1. way
2. task
3. swim
4. tap
5. pal

○
1. batteries
2. heavens
3. books
4. frontiers
5. orders

○
1. good
2. blue
3. famed
4. level
5. dim

○
1. enough
2. pretty
3. juicy
4. thick
5. halfway

○
1. help
2. read
3. honk
4. call
5. echo

○
1. like
2. hang
3. snap
4. kill
5. guide

○
1. leave
2. bring
3. stammer
4. write
5. wear

○
1. bat
2. dig
3. use
4. pat
5. pan

○
1. motion
2. define
3. summarize
4. overwork
5. proofread

○
1. controlled
2. developed
3. visited
4. explored
5. finished

Here's a game that will __________ you practice in using the __________ . Start with the A's, and __________ through the dictionary to __________ words that you __________ or that you think __________ funny. Then put these __________ together in a sentence. The __________ is that each __________ in the sentence must __________ with the same letter.

○
1. tell
2. sing
3. cost
4. give
5. gather

○
1. dictionary
2. lullaby
3. biography
4. comma
5. preposition

○
1. kill
2. buckle
3. punch
4. storm
5. look

○
1. clap
2. find
3. cross
4. breed
5. hammer

○
1. sweat
2. span
3. poke
4. taste
5. like

○
1. sound
2. lunch
3. crash
4. pinch
5. dress

○
1. ladders
2. belts
3. fossils
4. bottles
5. words

○
1. shark
2. nurse
3. canoe
4. rod
5. rule

○
1. column
2. word
3. spring
4. straw
5. set

○
1. fool
2. share
3. start
4. add
5. trap

If you look up the __________ *pie*, you will find that it __________ from *magpie*—a bird that __________ its nest with all __________ of odds and ends. The __________ stew, made of meat, __________, and other things, cooked in a __________, must have reminded someone of the __________ nest. So the dish __________ to be called by the __________ name, which at that time was *pie*.

○

1. peel
2. navy
3. area
4. word
5. hose

○

1. sells
2. moans
3. comes
4. lives
5. melts

○

1. swallows
2. races
3. teases
4. fills
5. drills

○

1. necks
2. jades
3. cones
4. sorts
5. mists

○

1. cocky
2. dense
3. first
4. short
5. willing

○

1. volunteers
2. atmospheres
3. descriptions
4. vegetables
5. encyclopedias

○

1. corner
2. state
3. stick
4. scare
5. crust

○

1. skeleton's
2. magpie's
3. schedule's
4. balcony's
5. organ's

○

1. promised
2. died
3. met
4. came
5. squirmed

○

1. yarn's
2. bait's
3. bird's
4. navy's
5. rice's

To be polite, people often __________ words with unfavorable connotations. Each __________ of sentences below __________ a polite way of __________ something and a blunt __________ of saying the same __________ . See if you can __________ which is which.

Uncle Ned is __________ *away*.
Uncle Ned is __________ .
He is *lazy*.
He __________ *it easy*.
This is a *messy* room.
This is a *disordered* room.

○
1. ring
2. punch
3. avoid
4. touch
5. influence

○
1. toss
2. grip
3. army
4. sigh
5. pair

○
1. fries
2. toots
3. tilts
4. shows
5. digs

○
1. saying
2. flying
3. feeding
4. patting
5. hissing

○
1. way
2. sob
3. leg
4. rip
5. hug

○
1. world
2. rail
3. strip
4. thing
5. guard

○
1. mend
2. tell
3. bother
4. lead
5. wipe

○
1. *talking*
2. *fading*
3. *twinkling*
4. *writing*
5. *paddling*

○
1. *rising*
2. *dying*
3. *hiring*
4. *etching*
5. *building*

○
1. *takes*
2. *fires*
3. *oils*
4. *seals*
5. *cuts*

What does a good story __________ do? How does it __________ the listener or reader? A __________ story opening makes the __________ or reader curious. He __________ to know more about the __________ or unusual beginning he has __________ or read. A good __________ opening promises the listener or __________ something. It promises that what __________ will be exciting, or funny, or interesting, or surprising.

○
1. swelling
2. caring
3. draining
4. pointing
5. opening

○
1. remind
2. interest
3. nibble
4. sort
5. flutter

○
1. good
2. dark
3. soapy
4. slim
5. scratchy

○
1. occasion
2. listener
3. fisherman
4. alphabet
5. traveler

○
1. toots
2. wants
3. allows
4. boils
5. barks

○
1. skipping
2. interesting
3. crawling
4. whimpering
5. snarling

○
1. shot
2. heard
3. felt
4. shined
5. crept

○
1. story
2. vacant
3. hooded
4. mountainous
5. beady

○
1. fantasy
2. carol
3. noun
4. limerick
5. reader

○
1. dazzles
2. defends
3. follows
4. tastes
5. vanishes

The inside address is very ________ to a business firm which ________ and answers many letters every ________ . Often when mail is ________ there, it is all ________ at one spot and the ________ may be thrown away. If the ________ address gives the name of the ________ who should answer the ________, the message can then be ________ to him immediately.

○
1. important
2. separate
3. vicious
4. average
5. heroic

○
1. receives
2. bicycles
3. treasures
4. pumps
5. sprinkles

○
1. day
2. ash
3. top
4. sea
5. hint

○
1. received
2. bellowed
3. dangled
4. switched
5. perched

○
1. mended
2. anchored
3. opened
4. growled
5. repaired

○
1. departments
2. propellers
3. improvements
4. basements
5. envelopes

○
1. certain
2. swollen
3. monthly
4. inside
5. strong

○
1. border
2. person
3. branch
4. pulley
5. balloon

○
1. beetle
2. letter
3. minnow
4. cinder
5. figure

○
1. parachuted
2. huddled
3. chopped
4. delivered
5. barged

A *sentence* is a group of __________ that expresses a complete __________ and makes good __________ by itself. A sentence that __________ something is called a __________ . Begin it with a __________ letter. End it with a __________ :

Dad had waffles and __________ for breakfast.

A __________ that asks something is __________ a *question*. Begin it with a capital letter. End it with a question mark:

Did Dad have waffles and ham for breakfast?

○
1. cultures
2. costumes
3. words
4. oils
5. masts

○
1. birthday
2. distribution
3. thought
4. overlay
5. huckleberry

○
1. cloth
2. sense
3. pavement
4. duck
5. storage

○
1. tells
2. knocks
3. imagines
4. echoes
5. hauls

○
1. *statement*
2. *rabbit*
3. *vowel*
4. *relative*
5. *barbecue*

○
1. current
2. capital
3. halfway
4. distant
5. gradual

○
1. spike
2. coast
3. flake
4. period
5. churn

○
1. lather
2. hemlock
3. lava
4. ham
5. air

○
1. grammar
2. chapter
3. synonym
4. motion
5. sentence

○
1. returned
2. thrown
3. related
4. given
5. called

A dictionary shows how a __________ is divided into syllables. A __________ is a sound. The __________ *electric* has three sounds and is __________ into three syllables: *e-lec-tric*. In __________, you often come to the __________ of a line and __________ that you have part of a __________ that must be carried over to the __________ line. When this happens, __________ divide the word between its syllables.

○
1. **store**
2. **turtle**
3. **bear**
4. **word**
5. **dream**

○
1. *soloist*
2. *suffix*
3. *predicate*
4. *syllable*
5. *sentence*

○
1. **word**
2. **clown**
3. **embrace**
4. **end**
5. **verdict**

○
1. **divided**
2. **guided**
3. **stampeded**
4. **punched**
5. **danced**

○
1. **working**
2. **writing**
3. **spanning**
4. **developing**
5. **plopping**

○
1. **glade**
2. **cot**
3. **end**
4. **badge**
5. **oat**

○
1. **find**
2. **beam**
3. **bawl**
4. **scream**
5. **charge**

○
1. **nuisance**
2. **word**
3. **canoe**
4. **snowplow**
5. **dare**

○
1. **scratchy**
2. **black**
3. **solar**
4. **weak**
5. **next**

○
1. **securely**
2. **sullenly**
3. **stoutly**
4. **always**
5. **crazily**

Perhaps you have been a __________ of a baseball team which __________ nine players. All the __________ must work together to __________ a good team. The __________ that make up a __________ are like the members on a __________ . They work together to __________ the topic of the __________ . It does not matter how many __________ are in a paragraph so long as each one tells about the same topic.

○
1. traitor
2. member
3. phase
4. beaver
5. glare

○
1. mumbles
2. has
3. fits
4. startles
5. wakes

○
1. chapters
2. compounds
3. pheasants
4. snowstorms
5. members

○
1. abandon
2. involve
3. search
4. make
5. slay

○
1. sentences
2. adjectives
3. primers
4. digests
5. copyrights

○
1. psalm
2. superlative
3. paragraph
4. topic
5. possessive

○
1. hope
2. hammock
3. coward
4. team
5. glen

○
1. quack
2. explain
3. ignore
4. gauge
5. fumigate

○
1. grammar
2. plot
3. rhyme
4. paragraph
5. bulletin

○
1. hyphens
2. superlatives
3. selections
4. subjects
5. sentences

When you need to give __________ for making or doing something, __________ these rules: Include all the __________ information. Give that information in the __________ order. Use words that __________ exactly what you mean.

In __________ directions for going from one __________ to another, use the __________ rule also: Name something that is __________ seen near the place to be __________ .

○
1. passageways
2. directions
3. ministers
4. operations
5. hardships

○
1. smack
2. follow
3. pressure
4. invite
5. phrase

○
1. flowery
2. humorous
3. starchy
4. necessary
5. prickly

○
1. united
2. fatal
3. active
4. right
5. upward

○
1. alarm
2. tie
3. smack
4. arrest
5. say

○
1. giving
2. knocking
3. installing
4. exhausting
5. nicking

○
1. shout
2. canoe
3. sink
4. tribe
5. place

○
1. learning
2. deafening
3. straying
4. ranking
5. following

○
1. drearily
2. wistfully
3. seriously
4. wearily
5. easily

○
1. overlooked
2. clipped
3. flourished
4. reached
5. believed

The poems and stories you will __________ in this book have __________ purposes. One is to __________ you practice in careful __________ . You will not __________ be asked to __________ why you like them or __________ them. Instead you will be __________ to tell what they __________ .

If the selection is __________ aloud, listen to it very carefully.

○
1. fulfill
2. whack
3. bully
4. study
5. slay

○
1. purple
2. milky
3. white
4. several
5. grassy

○
1. call
2. shoot
3. give
4. fly
5. bathe

○
1. camping
2. harvesting
3. cursing
4. yanking
5. reading

○
1. daintily
2. usually
3. damply
4. slyly
5. hungrily

○
1. tell
2. raid
3. hiss
4. thrash
5. load

○
1. curb
2. dislike
3. rumple
4. stab
5. hitch

○
1. eaten
2. asked
3. gauged
4. lathered
5. toasted

○
1. wag
2. spatter
3. say
4. pardon
5. exhaust

○
1. destroyed
2. stocked
3. read
4. visited
5. cured

Instead of writing words with letters, many American Indians __________ messages and kept __________ with pictures. They drew or __________ pictures on the stone __________ of mountains, on animal __________, birch bark, and tepees. __________ the history of a __________ was woven into wampum __________ . Warriors sometimes painted the __________ of their deeds on their __________ before they went into battle or before they returned home.

○
1. wrote
2. rang
3. spun
4. sold
5. spent

○
1. fathers
2. defeats
3. batters
4. records
5. summers

○
1. sniffed
2. praised
3. strained
4. painted
5. followed

○
1. soaps
2. nails
3. sides
4. hoots
5. ports

○
1. dolls
2. tucks
3. thuds
4. hides
5. baths

○
1. Helplessly
2. Fragrantly
3. Relatively
4. Utterly
5. Sometimes

○
1. twist
2. crest
3. tribe
4. robin
5. crate

○
1. hikes
2. salts
3. junks
4. screws
5. belts

○
1. grasp
2. leather
3. history
4. shoulder
5. weather

○
1. bodies
2. reasons
3. doughnuts
4. brakes
5. morals

Have you ever been asked to __________ a paragraph or a __________ and felt that you __________ nothing to write about? Every __________ has had this __________ at some time. But __________, if you can get one __________ down on paper, you will __________ that other ideas __________ out of it. This __________ of writing can be very exciting, because the story seems to grow before your eyes.

○
1. write
2. become
3. smother
4. blast
5. reckon

○
1. gentleman
2. pronunciation
3. composition
4. triangle
5. passenger

○
1. ignored
2. shipped
3. had
4. rode
5. ran

○
1. writer
2. aid
3. scrap
4. soil
5. lodging

○
1. problem
2. morning
3. skirt
4. taxi
5. pasture

○
1. lightly
2. peacefully
3. watchfully
4. usually
5. densely

○
1. idea
2. whisker
3. pole
4. servant
5. shell

○
1. howl
2. giggle
3. grunt
4. rumble
5. find

○
1. clean
2. pump
3. drill
4. yawn
5. grow

○
1. prey
2. way
3. crust
4. rifle
5. flag

When people want to tell about something that is __________ to do, they often __________ it with an old __________ . "It's easy as ABC," they __________ . You probably have __________ it yourself.

Writing became as __________ as ABC when an __________ was invented. With an __________ people could write the __________ of words instead of __________ pictures of words. They could write everything they could say.

○
1. certain
2. easy
3. bulky
4. flashy
5. grassy

○
1. crack
2. describe
3. drive
4. topple
5. sprout

○
1. pardoning
2. sprinkling
3. saying
4. hissing
5. crumbling

○
1. cease
2. ski
3. grip
4. haul
5. say

○
1. separated
2. sprayed
3. trailed
4. said
5. owed

○
1. chewy
2. easy
3. snowy
4. lonely
5. religious

○
1. interrogative
2. envelope
3. alphabet
4. emphasis
5. edition

○
1. essay
2. anagram
3. autobiography
4. apostrophe
5. alphabet

○
1. shots
2. nickels
3. sounds
4. glasses
5. foods

○
1. making
2. gulping
3. pounding
4. farming
5. piling

The simplest way to give a __________ report is to tell the __________ in brief, but this would __________ too much time and __________ the surprise in the __________ for other people. It is much __________ to tell the class about *one* __________ or a *single exciting* __________. Try to make your __________ report lively by using the __________ words of a character.

○
1. runty
2. book
3. sugared
4. slick
5. smoky

○
1. delivery
2. tassel
3. schoolroom
4. panic
5. story

○
1. upset
2. snip
3. wake
4. take
5. discover

○
1. pull
2. graduate
3. spoil
4. poke
5. imagine

○
1. stable
2. book
3. region
4. derby
5. violin

○
1. tighter
2. foamier
3. whiter
4. graver
5. better

○
1. *character*
2. *dictionary*
3. *vowel*
4. *synonym*
5. *copyright*

○
1. *motion*
2. *selection*
3. *envelope*
4. *emphasis*
5. *incident*

○
1. book
2. graceful
3. orange
4. wry
5. lumpy

○
1. medical
2. solid
3. evident
4. exact
5. prime

If, in describing a scene, you __________ "The snow was deep." __________ readers would immediately think "__________ deep?" Be exact. Say "The __________ was about two feet __________." or "The snow was so __________ it covered the hub __________ on our car." Using your __________ can help the reader too, as in "If the __________ had been a couple of __________ deeper, we wouldn't have been able to see out our basement windows."

○
1. pumped
2. blew
3. wrote
4. shook
5. threw

○
1. comic
2. hoofed
3. many
4. lonely
5. bodily

○
1. Wryly
2. Sadly
3. How
4. Loudly
5. Clearly

○
1. strike
2. dome
3. snow
4. distance
5. hero

○
1. tidy
2. disoriented
3. intelligent
4. deep
5. loyal

○
1. ordinary
2. bent
3. deep
4. original
5. rich

○
1. caps
2. ears
3. votes
4. woes
5. games

○
1. barbershop
2. oxygen
3. unicorn
4. imagination
5. fisherman

○
1. gypsy
2. leather
3. hero
4. snow
5. plan

○
1. inches
2. troopers
3. slaves
4. ants
5. porters

Often you need to gather __________ to put into a __________ . Usually, you will __________ these ideas by reading __________ of information in books, __________, or pamphlets.

When you __________ a piece of information for this __________, take notes on what it __________ . Later you can use those __________ to remind you of __________ to put into your report.

○
1. geese
2. shafts
3. ideas
4. departures
5. goats

○
1. vowel
2. pronoun
3. preposition
4. report
5. speaker

○
1. riddle
2. space
3. tilt
4. get
5. wire

○
1. locks
2. parlors
3. pieces
4. shafts
5. cliffs

○
1. hyphens
2. synonyms
3. editors
4. accents
5. magazines

○
1. become
2. read
3. deal
4. sting
5. stake

○
1. purpose
2. width
3. shingle
4. twirl
5. carbon

○
1. clamps
2. neighs
3. rains
4. zips
5. says

○
1. appeals
2. notes
3. apes
4. resolutions
5. peeks

○
1. slams
2. hospitals
3. bargains
4. ideas
5. sparks

Some statements about facts can be __________ by personal observation. However, __________ that something is a __________ is not always __________ . For example, if you had __________ several hundred years ago and __________ to be sure of the __________ of the Amazon River, you would have __________ to go to South America to __________ it for yourself. There are __________ and easier ways to get such information today.

○
1. whimpered
2. creaked
3. proved
4. cropped
5. swept

○
1. ringing
2. crisscrossing
3. anchoring
4. proving
5. jingling

○
1. quart
2. liquid
3. dolt
4. fact
5. jerk

○
1. awkward
2. dry
3. violent
4. easy
5. foamy

○
1. poked
2. winked
3. lived
4. fallen
5. squinted

○
1. gulped
2. wanted
3. chuckled
4. slashed
5. squealed

○
1. tangle
2. button
3. parsley
4. length
5. ivory

○
1. banged
2. hid
3. eaten
4. muttered
5. had

○
1. hide
2. curl
3. close
4. satisfy
5. measure

○
1. later
2. quicker
3. dizzier
4. shinier
5. slimmer

Every sentence has two parts: the __________ part and the predicate __________ . The subject part of a __________ tells what the sentence is about. The __________ part tells something about the __________ . It tells what the __________ does or is. The __________ part is sometimes called the __________ *subject*. The predicate __________ is sometimes called the __________ *predicate*.

○
1. indefinite
2. informal
3. unabridged
4. autographed
5. subject

○
1. part
2. clasp
3. pact
4. vessel
5. sugar

○
1. bulletin
2. sentence
3. chapter
4. possessive
5. title

○
1. overworked
2. predicate
3. overused
4. superlative
5. voiceless

○
1. quotation
2. connective
3. subject
4. slang
5. ballad

○
1. margin
2. jot
3. fragment
4. contraction
5. subject

○
1. subject
2. alphabetical
3. singular
4. exclamatory
5. possessive

○
1. *aquatic*
2. *irritable*
3. *cloudy*
4. *complete*
5. *blunt*

○
1. part
2. partner
3. gulp
4. carrot
5. wedding

○
1. *complete*
2. *obedient*
3. *veiled*
4. *stubborn*
5. *staunch*

Choosing the best word for the __________ you want to create may __________ on how many __________ you know to choose from. __________ you are trying to __________ the action of a __________ moving around on the __________. If you visualize the __________ in your mind, how many __________ can you think of that would __________ it? Here are a few: *hops, flops, jumps, leaps.*

○
1. daughter
2. revenue
3. impression
4. abode
5. gratitude

○
1. depend
2. strike
3. smear
4. recoil
5. deflect

○
1. voices
2. cubs
3. quails
4. routes
5. words

○
1. Salute
2. Suppose
3. Injure
4. Fetch
5. Infect

○
1. describe
2. fondle
3. bribe
4. siphon
5. gobble

○
1. chore
2. scale
3. hack
4. toad
5. cork

○
1. error
2. grass
3. caboose
4. blotter
5. plug

○
1. paint
2. jewelry
3. action
4. union
5. lumber

○
1. budgets
2. words
3. bugles
4. cruises
5. tenements

○
1. chafe
2. conquer
3. describe
4. sprout
5. thwart

"Nibble, gobble, nip, or gnaw." What are those __________ ? Are they a magic __________, a counting rhyme, or a __________ of nonsense verse? Not at all. They are __________ for four different ways of __________ or eating. Each __________ a picture that is __________ different from all the others. __________ about each of them. __________ them in sentences that __________ what they make you see.

○
1. washes
2. treats
3. words
4. women
5. pupils

○
1. spell
2. crash
3. bunch
4. wharf
5. shade

○
1. bowl
2. mind
3. frog
4. glove
5. line

○
1. possessives
2. poets
3. consonants
4. verbs
5. editions

○
1. slicing
2. wading
3. rapping
4. biting
5. riding

○
1. wails
2. gasps
3. masks
4. suits
5. gives

○
1. gingerly
2. formerly
3. awkwardly
4. slightly
5. shortly

○
1. Sniff
2. Squash
3. Twist
4. Think
5. Stain

○
1. Buy
2. Aim
3. Mow
4. Hum
5. Use

○
1. tell
2. like
3. open
4. split
5. grind

A metaphor is a short cut to __________ . It skips the words __________ and *as* and simply __________ one thing is something __________ . *Happiness Is a Warm Puppy* is the __________ of a book. The __________ is a metaphor that __________ someone loves puppies.

"He is a __________ " is a metaphor. It may be __________, it may be untrue, it may even be __________ to rats, but it is a metaphor.

○
1. comparison
2. difficulty
3. scissors
4. hamburger
5. argument

○
1. *grub*
2. *lane*
3. *like*
4. *fix*
5. *navy*

○
1. jogs
2. sobs
3. says
4. quacks
5. hits

○
1. nine
2. free
3. damp
4. else
5. dark

○
1. lack
2. bush
3. piano
4. name
5. muse

○
1. conversation
2. title
3. emphasis
4. prefix
5. pronunciation

○
1. loosens
2. whistles
3. splinters
4. indicates
5. splutters

○
1. pad
2. van
3. pea
4. way
5. rat

○
1. useful
2. frisky
3. unkind
4. hooped
5. fleshy

○
1. unfair
2. foolish
3. clumsy
4. fluffy
5. parallel

A *base word* is a short __________ word. It can be __________ to form new __________ by the addition of __________ parts at the beginning or at the __________ . For example, the word __________ is a base word. From it __________ such words as *battlefield* and __________ . Knowing base words will __________ you to learn the __________ of many new words.

○
1. greedy
2. familiar
3. eastern
4. innocent
5. absolute

○
1. seated
2. used
3. bribed
4. etched
5. swept

○
1. rafts
2. aisles
3. arts
4. oxen
5. words

○
1. jolly
2. bald
3. dreary
4. heroic
5. word

○
1. inn
2. dawn
3. end
4. bond
5. stove

○
1. *system*
2. *battle*
3. *pitch*
4. *chant*
5. *music*

○
1. come
2. crouch
3. swing
4. dream
5. leak

○
1. *tasted*
2. *trucked*
3. *shoved*
4. *suggested*
5. *embattled*

○
1. help
2. stretch
3. mar
4. frame
5. dangle

○
1. thrashings
2. buildings
3. meanings
4. earnings
5. washings

When you plan a report, __________ a subject that your __________ or readers will enjoy. If a __________ interests you, it will __________ interest others. But you must be __________ that you present the __________ in an interesting manner. __________ a report is much more __________ than actually giving one. You may __________ hours working in the __________ preparing a good report which you can present in five minutes.

○
1. contain
2. choose
3. parade
4. bridle
5. harden

○
1. instructions
2. listeners
3. sunlights
4. filters
5. carriages

○
1. hollow
2. subject
3. midnight
4. concern
5. welcome

○
1. prettily
2. narrowly
3. probably
4. merrily
5. gently

○
1. warm
2. alive
3. sure
4. tame
5. tidy

○
1. nonfiction
2. title
3. report
4. introduction
5. anagram

○
1. Stitching
2. Insulting
3. Preparing
4. Dazzling
5. Harvesting

○
1. wealthy
2. medical
3. difficult
4. earnest
5. screechy

○
1. slosh
2. float
3. streak
4. spend
5. blame

○
1. torpedo
2. result
3. vacuum
4. license
5. library

Even if you look for the __________ *gazophylacium* in the dictionary, the __________ are you won't __________ it. But about three hundred __________ ago, *gazophylacium* was a __________ for dictionaries. It meant __________ *house*. As a matter of __________, until about three hundred __________ ago, most dictionaries had __________ and imaginative titles. In those __________, dictionaries were quite a new thing, and people hadn't agreed on one name for them.

○
1. ward
2. plow
3. word
4. lime
5. wink

○
1. chances
2. patrols
3. warriors
4. fences
5. helpers

○
1. swim
2. rope
3. fight
4. find
5. tempt

○
1. ladders
2. senses
3. slashes
4. years
5. sets

○
1. runner
2. wrist
3. mile
4. queen
5. title

○
1. *gradual*
2. *dull*
3. *treasure*
4. *cheeky*
5. *plaid*

○
1. repair
2. view
3. velvet
4. fact
5. concrete

○
1. candles
2. quacks
3. arms
4. years
5. radios

○
1. consenting
2. releasing
3. employing
4. fielding
5. interesting

○
1. days
2. circuses
3. whoops
4. bows
5. guns

The letter *J* begins as the *I* does, but ________ with a tail that ________ to the left. The ________ letters begin in the ________ way: *j*, *i*.

The ________ Roman alphabet did not ________ the letter *j*, nor was it ________ until the last ________ or four centuries. Until then, the ________ *i* represented sounds which we ________ spell with *i* or *j*.

○
1. cruises
2. springs
3. continues
4. embarrasses
5. rejoices

○
1. scorns
2. hooks
3. drinks
4. barks
5. mourns

○
1. purple
2. stricken
3. small
4. watchful
5. curly

○
1. vicious
2. hurried
3. same
4. foul
5. deserted

○
1. shiny
2. orange
3. fruity
4. early
5. dry

○
1. time
2. fascinate
3. bruise
4. contain
5. bridle

○
1. shot
2. hauled
3. tamed
4. used
5. rigged

○
1. sturdy
2. three
3. short
4. wild
5. ruby

○
1. essay
2. psalm
3. period
4. pronoun
5. letter

○
1. now
2. gaily
3. faintly
4. softly
5. loudly

In a bibliography the last __________ of the author is __________ first, followed by a __________, his first name or __________, and a period. The __________ of the book is __________ next. When you __________ a book list you __________ the title. Remember that the __________ word and the other __________ in a title are capitalized, except such words as *a, an, the, of, in, with, for, from,* and *and*.

○
1. bakery
2. tire
3. flight
4. tack
5. name

○
1. chilled
2. watched
3. spoken
4. developed
5. written

○
1. poet
2. plot
3. comma
4. synonym
5. chapter

○
1. stampedes
2. dogsleds
3. initials
4. cushions
5. icicles

○
1. comma
2. envelope
3. composition
4. title
5. apostrophe

○
1. brought
2. tasted
3. shoveled
4. written
5. favored

○
1. arrest
2. tread
3. write
4. inform
5. accuse

○
1. telecast
2. overwork
3. summarize
4. rhyme
5. underline

○
1. steep
2. international
3. first
4. harsh
5. abundant

○
1. hawks
2. dares
3. words
4. hospitals
5. slushes

In using an index to look for __________ on a certain subject, you must __________ decide what word to __________ for among the main __________ : such a word is __________ a key word. It should be a __________ that names a main __________ in your subject. Often the __________ you need to use as a __________ word is part of the __________ of your report.

○
1. information
2. broth
3. parsley
4. brass
5. chocolate

○
1. loudly
2. warmly
3. painfully
4. first
5. cruelly

○
1. streak
2. collapse
3. purr
4. look
5. shine

○
1. envelopes
2. origins
3. solos
4. commas
5. topics

○
1. hit
2. whistled
3. called
4. sung
5. washed

○
1. lad
2. fact
3. diary
4. human
5. word

○
1. terror
2. sink
3. idea
4. room
5. dish

○
1. climax
2. wood
3. doorway
4. cylinder
5. word

○
1. key
2. raw
3. velvet
4. gloomy
5. faulty

○
1. subject
2. hyphen
3. prefix
4. vowel
5. holiday

Our Father, who are in __________, hallowed be Thy __________. Thy kingdom come. Thy __________ be done on __________ as it is in __________. Give us this day our __________ bread and forgive us our __________ as we forgive those who __________ against us. And lead us not into __________, but deliver us from __________. Amen.

○
1. cider
2. welfare
3. heaven
4. indignation
5. ruin

○
1. curtsy
2. check
3. tusk
4. name
5. weasel

○
1. corridor
2. will
3. lifeguard
4. dial
5. poke

○
1. smoke
2. earth
3. blood
4. bacon
5. art

○
1. ivory
2. heaven
3. buckskin
4. hydrogen
5. dessert

○
1. tidy
2. daily
3. vertical
4. shrewd
5. creaky

○
1. trespasses
2. gales
3. isles
4. superintendents
5. specialists

○
1. shine
2. dance
3. whirl
4. glisten
5. trespass

○
1. charcoal
2. lead
3. temptation
4. film
5. copper

○
1. carbon
2. soap
3. tomato
4. satin
5. evil

Decide on a hero or __________ you would like to __________ more about. Find out where the __________ about famous people are __________ in your library. Also __________ at the list of __________ about your hero or __________ that can be found in your __________ . Arrange the books in __________ order, with the last __________ of the author first. A list of books about one topic is called a *bibliography*.

○
1. ingredient
2. bathtub
3. conscience
4. heroine
5. library

○
1. circle
2. bark
3. know
4. knock
5. ride

○
1. buckskins
2. books
3. holes
4. gravies
5. gatherings

○
1. dismayed
2. shelved
3. ruined
4. pinched
5. milked

○
1. look
2. pounce
3. fire
4. whistle
5. stammer

○
1. porters
2. tricks
3. messes
4. apricots
5. books

○
1. heroine
2. iceberg
3. purse
4. hawk
5. pause

○
1. wizard
2. dinosaur
3. library
4. party
5. track

○
1. voiceless
2. alphabetical
3. declarative
4. rimed
5. adverbial

○
1. furnace
2. name
3. thief
4. poet
5. scare

It has been estimated that Old English __________ only about 30,000 words. __________ to our nearly half million __________ today, 30,000 words would __________ seem adequate. Remember, though, that the __________ who spoke Old English __________ very simply, especially as __________ to the way we __________ . Many of our ideas today were __________ unknown to them, and so they didn't __________ the half million words we have today.

○

1. stammered
2. notified
3. amended
4. detested
5. contained

○

1. Marketed
2. Transmitted
3. Buckled
4. Accounted
5. Compared

○

1. pups
2. words
3. suns
4. edges
5. occupants

○

1. hardly
2. stiffly
3. dearly
4. mildly
5. actively

○

1. geese
2. spindles
3. oxen
4. animals
5. people

○

1. struck
2. joined
3. cued
4. barbecued
5. lived

○

1. fused
2. hauled
3. compared
4. motioned
5. wired

○

1. live
2. engrave
3. contribute
4. cleanse
5. recover

○

1. immediately
2. completely
3. briefly
4. eventually
5. gradually

○

1. need
2. avert
3. isolate
4. chase
5. smack

There's no way around it. ________ in English *do* have ________ major underlying parts—a "________ part," called the subject, and a "________ part," called the predicate. Whether you can ________ the exact dividing ________ or not—and in ________ sentences it's often hard to ________ it—the fact remains: Every ________ sentence in the English ________, in its most basic form, is composed of two major parts.

○
1. Sentences
2. Synonyms
3. Interjections
4. Metaphors
5. Phrases

○
1. noisy
2. broad
3. two
4. dim
5. gleeful

○
1. whacking
2. grubbing
3. raising
4. naming
5. stowing

○
1. telling
2. lathering
3. stapling
4. multiplying
5. strutting

○
1. deck
2. sip
3. hail
4. spot
5. cage

○
1. point
2. exile
3. potter
4. propulsion
5. island

○
1. stolen
2. hypnotized
3. evacuated
4. written
5. lapsed

○
1. smack
2. tap
3. slip
4. spot
5. wield

○
1. memorial
2. ginger
3. pastel
4. single
5. yellow

○
1. pronoun
2. homonym
3. language
4. morpheme
5. fable

It is useful to know that __________ can be grouped together according to the __________ that they are spelled. For __________, if you already know how to __________ *pleasure* and need to __________ to spell *treasure*, then __________ that the words are __________ alike except for the first __________ letters should make __________ the new word very __________ .

○

1. squirrels
2. mamas
3. grooms
4. airports
5. words

○

1. feast
2. jug
3. way
4. brood
5. bluff

○

1. secrecy
2. vapor
3. linen
4. example
5. perfume

○

1. omit
2. overwork
3. indent
4. spell
5. quote

○

1. cheer
2. retrieve
3. bark
4. foretell
5. learn

○

1. clicking
2. rasping
3. noticing
4. sobbing
5. creaking

○

1. bluntly
2. socially
3. financially
4. exactly
5. pleasantly

○

1. bad
2. two
3. dismal
4. tan
5. glassy

○

1. peeling
2. whisking
3. oppressing
4. denouncing
5. learning

○

1. cute
2. easy
3. fleet
4. fishy
5. dirty

When you have a reading __________ to do, always ask yourself this __________: "What should I learn from this __________?" The assignment will be __________ to do, and you will __________ the content longer, if you __________ with a purpose. Be __________ that you know __________ what you are to __________ from the assignment or what you are to __________ for.

○
1. insomnia
2. shepherd
3. assignment
4. rotation
5. intellectual

○
1. question
2. hurrah
3. ginger
4. pigeon
5. antler

○
1. material
2. etiquette
3. raccoon
4. twilight
5. salmon

○
1. busier
2. easier
3. squeakier
4. bolder
5. keener

○
1. increase
2. improve
3. administer
4. distress
5. remember

○
1. wipe
2. shiver
3. coax
4. read
5. import

○
1. sure
2. domed
3. born
4. undersea
5. calico

○
1. exactly
2. impudently
3. quickly
4. deeply
5. freshly

○
1. depart
2. warn
3. hatch
4. heave
5. learn

○
1. splice
2. look
3. quote
4. sketch
5. pass

You have learned to use the __________ *and* to combine into one __________ the ideas given in __________ or more short sentences. You have __________ the word *and* to __________ subjects or predicates or __________ of predicates. When a __________ is used in that __________ to connect similar parts of a __________, we call it a __________ .

○
1. dip
2. pot
3. delight
4. word
5. supper

○
1. envelope
2. conversation
3. biography
4. limerick
5. sentence

○
1. curious
2. puny
3. unusual
4. hip
5. two

○
1. tipped
2. rinsed
3. cuddled
4. used
5. oiled

○
1. accent
2. slosh
3. gobble
4. connect
5. melt

○
1. dishes
2. owls
3. stops
4. men
5. parts

○
1. dye
2. chipmunk
3. butterfly
4. ski
5. word

○
1. bar
2. clamp
3. mob
4. weapon
5. way

○
1. vowel
2. rime
3. digest
4. sentence
5. period

○
1. conversation
2. dictionary
3. conjunction
4. copyright
5. topic

Cheap comes from the Old English __________ *cēap*, meaning trade or __________ . The word *cheap* is an __________ of the phrase *good* __________, which meant *a good* __________ . The London street called Cheapside was a __________ market place where people __________ to trade in medieval __________ . Can you see how it __________ its name? Today we __________ the word *cheap* to mean *something inexpensive*.

○
1. clod
2. charity
3. suit
4. alert
5. word

○
1. fate
2. scene
3. hull
4. price
5. queen

○
1. autograph
2. underline
3. argument
4. abbreviation
5. envelope

○
1. *assembly*
2. *lock*
3. *cheap*
4. *drain*
5. *crinkle*

○
1. *nerve*
2. *gulp*
3. *actor*
4. *chocolate*
5. *bargain*

○
1. famous
2. fuzzy
3. hollow
4. modern
5. plastic

○
1. bathed
2. interrupted
3. sang
4. sank
5. went

○
1. cubs
2. times
3. faucets
4. movements
5. slants

○
1. stopped
2. got
3. hit
4. controlled
5. noticed

○
1. level
2. assure
3. use
4. slit
5. dust

It is very easy to __________ a classmate to your __________, to introduce your __________ to your teacher, or to __________ a girl friend to your Girl Scout __________ .

Take turns acting out the __________ introductions. Ask a classmate to __________ you with the introduction you __________ . If a pupil at his __________ thinks you have made __________ mistakes, he may choose a partner and act out the introduction correctly.

○
1. sing
2. thread
3. smash
4. contribute
5. introduce

○
1. tanner
2. cereal
3. mother
4. cylinder
5. doorbell

○
1. precipice
2. code
3. campaign
4. father
5. film

○
1. design
2. wire
3. spread
4. introduce
5. sacrifice

○
1. pirate
2. kid
3. set
4. senor
5. leader

○
1. following
2. throbbing
3. reflecting
4. cluttering
5. banking

○
1. split
2. stab
3. mourn
4. shame
5. help

○
1. doubt
2. choose
3. penetrate
4. shuck
5. tinkle

○
1. coin
2. seat
3. wind
4. name
5. race

○
1. any
2. shifty
3. amber
4. pale
5. dead

You have probably heard people __________ the phrase "From A to Z," __________ from beginning to end. __________ persons use the quaint __________, "From A to Izzard." *Izzard* __________ from an old French __________ for *z*.

In spelling, you may __________ wish that our alphabet __________ the sounds of our __________ perfectly, one letter only for each __________. Then spelling would be easier. But that is not the case.

○
1. hurt
2. kick
3. use
4. annoy
5. become

○
1. shucking
2. stealing
3. meaning
4. chaining
5. yawning

○
1. Toasty
2. Tragic
3. Quick
4. Some
5. Unfair

○
1. civilization
2. length
3. genius
4. janitor
5. expression

○
1. howls
2. comes
3. chirps
4. wipes
5. flings

○
1. museum
2. twitch
3. pipe
4. name
5. kitty

○
1. steeply
2. loyally
3. boldly
4. loudly
5. often

○
1. rained
2. denounced
3. matched
4. lacked
5. paddled

○
1. biography
2. language
3. nonfiction
4. conjunction
5. limerick

○
1. height
2. system
3. sound
4. valve
5. plunge

A rule about language is like the __________ of gravity. It describes a __________ about the way the __________ of a language are __________ and understood. A rule of __________ doesn't tell us that we __________ to make sentences in a __________ way. Instead, it simply __________ a statement about the __________ sentences are formed by __________ speakers of a language.

○
1. rig
2. list
3. law
4. ostrich
5. stone

○
1. jingle
2. mill
3. wedge
4. stain
5. fact

○
1. fragments
2. definitions
3. euphemisms
4. sentences
5. editions

○
1. tramped
2. produced
3. suffocated
4. slit
5. barbecued

○
1. juncture
2. agreement
3. dialogue
4. publication
5. language

○
1. *have*
2. *bowl*
3. *zigzag*
4. *embalm*
5. *weld*

○
1. valuable
2. blue
3. fierce
4. nude
5. certain

○
1. entices
2. seeds
3. breeches
4. bolts
5. makes

○
1. cinema
2. fury
3. train
4. way
5. ointment

○
1. numb
2. turbulent
3. marble
4. bulky
5. native

Suppose that by some chance you were asked to __________ on television. What would __________ you most, aside from whatever you were to __________ on the program? You __________ would answer, "How I'd __________—that's what!" In other __________, like any sensible __________, you would want to __________ your very best, knowing that you must __________ the inspection of many __________ of pairs of eyes.

○
1. grow
2. breathe
3. recoil
4. wilt
5. appear

○
1. concern
2. uphold
3. capsize
4. molest
5. scour

○
1. chop
2. feed
3. tax
4. bet
5. do

○
1. probably
2. mysteriously
3. ornately
4. delicately
5. exquisitely

○
1. scatter
2. look
3. hatch
4. bite
5. omit

○
1. roundups
2. sheaths
3. corks
4. words
5. parties

○
1. passport
2. conspiracy
3. lizard
4. person
5. novel

○
1. whip
2. boost
3. jerk
4. link
5. look

○
1. kill
2. face
3. hum
4. cripple
5. chart

○
1. mathematicians
2. thousands
3. privileges
4. suburbs
5. slums

07-13-01-02-05 LA 13–7

The dictionary can be your most __________ tool for increasing vocabulary. __________ a dictionary at __________ near the place where you __________ your homework or your __________ . Whenever possible, if you __________ across a word you do __________ know, look it up. A __________ often has several meanings __________ for it in the __________, but usually only one of these is the meaning you want.

○
1. separate
2. unruly
3. attentive
4. patient
5. useful

○
1. Moan
2. Predict
3. Alert
4. Keep
5. Slap

○
1. misconduct
2. love
3. home
4. conversation
5. sex

○
1. trust
2. do
3. entice
4. tap
5. lend

○
1. glimpsing
2. clapping
3. waking
4. reading
5. wincing

○
1. feint
2. clink
3. retain
4. come
5. stand

○
1. richly
2. merrily
3. sparsely
4. piously
5. not

○
1. blink
2. fog
3. breast
4. word
5. telegraph

○
1. eaten
2. budged
3. given
4. flown
5. pilfered

○
1. dictionary
2. envelope
3. poetry
4. biography
5. stanza

We tend to adopt the __________ and speech of the __________ we are around all the __________ . People who have the __________ kind of speech are __________ to speak the same __________ . Everyone who speaks English __________ some dialect of English. The __________ of people who live in Chicago is __________ in some ways from the __________ of people who live in Seattle or in Boston.

○
1. mirrors
2. customs
3. folds
4. traitors
5. forests

○
1. splendor
2. morality
3. freedom
4. people
5. plywood

○
1. pivot
2. time
3. straw
4. lava
5. panel

○
1. extreme
2. brittle
3. aquatic
4. tan
5. same

○
1. said
2. cleansed
3. hoarded
4. silenced
5. read

○
1. *dialect*
2. *gravy*
3. *dessert*
4. *stadium*
5. *mistletoe*

○
1. spends
2. appeases
3. speaks
4. photographs
5. sifts

○
1. vapor
2. sewer
3. iron
4. dialect
5. hamburger

○
1. snowy
2. weary
3. hooded
4. sentimental
5. different

○
1. orchard
2. dialect
3. passport
4. lobster
5. physics

Chances are that if you compared a ________ dictionary with one that was ________ fifty years ago, you'd be in for ________ surprises. The biggest surprise might be the ________ in which our ________ has changed. Although we've ________ some new words during this ________, they account for only a ________ of the changes. Most of them have ________ as the result of our having ________ the uses and meanings of old words.

○
1. bay
2. loud
3. former
4. new
5. torrid

○
1. published
2. increased
3. exchanged
4. captured
5. teased

○
1. convenient
2. some
3. sorrowful
4. worse
5. slow

○
1. paddle
2. divide
3. way
4. inn
5. budget

○
1. handwriting
2. selection
3. vocabulary
4. autobiography
5. envelope

○
1. towed
2. fluttered
3. roped
4. exceeded
5. added

○
1. morality
2. cavern
3. president
4. darling
5. period

○
1. life
2. suitor
3. tense
4. few
5. clamp

○
1. stained
2. peeked
3. come
4. faded
5. run

○
1. creaked
2. endorsed
3. advanced
4. stretched
5. consoled

Of all the classes of __________, the verb is the __________ important. It is the __________ power, the motor, of a __________ . Without verbs, you cannot __________ sentences. Without appropriate verbs, you cannot __________ the exciting, vivid, or __________ sentences that make strong __________ . Verbs are important, then, because they __________ you more than any __________ class of word to say exactly what you mean.

○
1. songs
2. orchards
3. anthems
4. words
5. sands

○
1. shortly
2. gently
3. most
4. affectionately
5. precisely

○
1. vanishing
2. limping
3. moving
4. smiling
5. maiming

○
1. sentence
2. pronoun
3. rhyme
4. psalm
5. participle

○
1. build
2. oppress
3. charge
4. inhale
5. scorch

○
1. shudder
2. build
3. insulate
4. violate
5. relent

○
1. nautical
2. peaceful
3. persuasive
4. eternal
5. extravagant

○
1. working
2. singing
3. framing
4. watching
5. writing

○
1. write
2. flag
3. bake
4. secure
5. help

○
1. fresh
2. level
3. painful
4. other
5. swampy

When you state a fact, you __________ something that can be __________ or that everyone will __________ as true. For example, when you __________, "It's very warm today," everyone can __________ whether people are wearing __________ and sweaters or whether they're __________ lightweight clothing. You recognize __________ because you can observe that they are __________ or because you can __________ records to prove that they are true.

○
1. say
2. urge
3. mar
4. eat
5. plug

○
1. proved
2. lapsed
3. appointed
4. anchored
5. straightened

○
1. represent
2. restrain
3. encircle
4. accept
5. perforate

○
1. sit
2. bide
3. say
4. adore
5. dim

○
1. see
2. tune
3. fly
4. toe
5. read

○
1. coats
2. winds
3. scrambles
4. wands
5. temptations

○
1. wearing
2. granting
3. bailing
4. tangling
5. bolting

○
1. dyes
2. scissors
3. facts
4. sawmills
5. lakes

○
1. hurried
2. gaunt
3. true
4. noble
5. pitiful

○
1. convey
2. check
3. refund
4. award
5. obscure

Sometime your class may want to __________ a guest to speak on a __________ of interest to all of you— __________ a subject related to your __________ in social studies or __________ . A small committee could be __________ to write an __________ to the speaker. Be __________ to write your invitation __________ days or a week before the __________ set for the program.

○
1. invite
2. tote
3. smash
4. win
5. settle

○
1. layer
2. schedule
3. subject
4. valley
5. hoof

○
1. unhappily
2. unfairly
3. privately
4. perhaps
5. bluntly

○
1. lesson
2. snooze
3. stand
4. motive
5. villain

○
1. worth
2. smoke
3. art
4. corn
5. tea

○
1. encircled
2. robbed
3. chosen
4. flashed
5. annoyed

○
1. avenue
2. existence
3. equal
4. invitation
5. alligator

○
1. hidden
2. sure
3. healthy
4. crunchy
5. born

○
1. big
2. weary
3. ten
4. dim
5. bossy

○
1. date
2. beak
3. chemist
4. peasant
5. bonnet

Many of those first settlers in the Thirteen Colonies __________ to the New World for __________ reasons. It is only __________ that they would name __________ after places or __________ in the Bible, especially if those __________ had some special __________ that seemed to fit the __________ home or their hopes for it. "Bethel," for __________, is the name of a __________ founded in Connecticut in 1700. It means "house of God."

○

1. came
2. lumped
3. wagged
4. barked
5. puffed

○

1. rude
2. ornamental
3. convertible
4. chatty
5. religious

○

1. salty
2. natural
3. hostile
4. wispy
5. stiff

○

1. scalps
2. settlements
3. shreds
4. registrations
5. screens

○

1. robots
2. bids
3. objections
4. patents
5. characters

○

1. names
2. bulges
3. clumps
4. loads
5. chores

○

1. merging
2. napping
3. coaching
4. meaning
5. fielding

○

1. nude
2. comic
3. new
4. foamy
5. dim

○

1. example
2. ambush
3. booty
4. velocity
5. perfume

○

1. stroll
2. visitor
3. musician
4. coil
5. town

You may know that English ________ out of many different ________: Latin, Greek, and others. The ________ system for each of these ________ differed from ours. As ________ were borrowed for English, it would have ________ sense to change the ________ spelling to suit the English ________. Sadly, this wasn't the ________. Some of the words weren't ________ at all, others were altered less than they should have been.

○
1. showed
2. grew
3. wrote
4. floundered
5. manufactured

○
1. languages
2. prepositions
3. fragments
4. definitions
5. essays

○
1. interrogative
2. spelling
3. rimed
4. indented
5. unabridged

○
1. languages
2. junctures
3. infinitives
4. anthologies
5. topics

○
1. words
2. fumes
3. beliefs
4. museums
5. joints

○
1. bargained
2. made
3. saluted
4. flown
5. insulted

○
1. purple
2. exterior
3. frantic
4. foreign
5. instant

○
1. lightning
2. wool
3. system
4. tuberculosis
5. coin

○
1. amber
2. sire
3. woman
4. champion
5. case

○
1. caused
2. bounced
3. stored
4. bolted
5. altered

Some of you may be thinking the ________ report consists of the ________ of the book, the ________ of the author, a ________ of the events of the ________, and a sentence or ________ telling why you liked or didn't ________ the book. This kind of ________ is, in effect, an "________ replay" and merely shows that you ________ the book. It does not show that you understood what you read.

○
1. wily
2. veiled
3. book
4. stubborn
5. crispy

○
1. title
2. jot
3. suffix
4. consonant
5. plural

○
1. requisition
2. name
3. motion
4. raft
5. spot

○
1. hyphen
2. primer
3. connector
4. summary
5. postcard

○
1. whoop
2. story
3. plug
4. pinto
5. hunch

○
1. two
2. implement
3. scale
4. cicada
5. joy

○
1. bowl
2. patch
3. crown
4. encircle
5. like

○
1. interjection
2. report
3. classic
4. speaker
5. morpheme

○
1. erect
2. ancient
3. arctic
4. instant
5. insolent

○
1. inaugurated
2. suspected
3. clumped
4. read
5. bet

Announcers, teachers, doctors, and social ________ are some of the ________ who seem to speak the ________ dialect much of the ________ . This dialect is called ________ *dialect* because most ________ in most groups can ________ it and understand it. But ________ though you understand it, you may ________ use another dialect because you and your ________ want to talk in a certain way.

○
1. dirigibles
2. hillsides
3. litters
4. alleys
5. workers

○
1. fleece
2. people
3. cornfields
4. disappointments
5. polishes

○
1. cleft
2. numb
3. ripe
4. livid
5. same

○
1. soda
2. putty
3. arson
4. time
5. chain

○
1. *thankful*
2. *abrupt*
3. *fleecy*
4. *tawny*
5. *standard*

○
1. breaches
2. sicknesses
3. people
4. elements
5. gravies

○
1. drench
2. captivate
3. use
4. slit
5. gulp

○
1. solidly
2. even
3. devoutly
4. fragrantly
5. absently

○
1. thickly
2. sublimely
3. desolately
4. sourly
5. sometimes

○
1. lumber
2. group
3. ranch
4. clamp
5. crate

An "atlas" is a book of __________ . It is also a __________ man, or someone who __________ a great burden. "Atlas" is the __________, too, for the top __________ of the neck, which __________ the head. All these __________ come from a mythological __________ named Atlas. He was a Titan, one of a __________ of giants who fought and were __________ by the Greek gods.

○
1. maps
2. sewers
3. carts
4. tails
5. signs

○
1. strong
2. brief
3. fanciful
4. slow
5. furry

○
1. producers
2. bears
3. blasts
4. finds
5. caresses

○
1. barricade
2. name
3. bout
4. wit
5. page

○
1. caddie
2. capital
3. speck
4. fray
5. bone

○
1. bathes
2. belittles
3. supports
4. doubles
5. taunts

○
1. rustlings
2. brushings
3. meanings
4. roastings
5. rinsings

○
1. foreman
2. system
3. giant
4. mesa
5. ravine

○
1. canary
2. spatter
3. table
4. wagon
5. tribe

○
1. beaten
2. glued
3. leaked
4. told
5. mentioned

The English language is spoken differently in different __________ of the country. These __________ are commonly called "regional __________ ." But, there are also __________ in the way people of __________ occupations talk.

Fats Strovalone's __________ brother, "Bones," is a __________ musician (he plays the __________). Bones speaks a dialect that is __________ understandable only to other __________, regardless of what part of the country they come from.

○
1. cavities
2. rocks
3. parts
4. masks
5. seasons

○
1. vessels
2. automobiles
3. helicopters
4. shouts
5. differences

○
1. differences
2. inspirations
3. italics
4. tragedies
5. twirls

○
1. multitudes
2. abilities
3. differences
4. novices
5. weddings

○
1. terrific
2. different
3. wealthy
4. fanatical
5. financial

○
1. older
2. paler
3. barer
4. moldier
5. chewier

○
1. thatched
2. brittle
3. jazz
4. righteous
5. prior

○
1. burlaps
2. fuels
3. walls
4. vibes
5. tenants

○
1. selfishly
2. safely
3. slowly
4. shortly
5. largely

○
1. musicians
2. sketches
3. outlines
4. origins
5. squares

When you read, be alert. __________ comfortably in good __________ . Don't let yourself sag into a __________ position. Keep your __________ on what you are __________ . Don't let yourself think of __________ matters; concentrate. If you are __________ for information, have note __________ and pencil handy. Jot down __________ to help you remember. __________ the act of writing your comments will help to crystallize them in your mind.

○
1. Cook
2. Fly
3. Sob
4. Bawl
5. Sit

○
1. light
2. hay
3. grease
4. sugar
5. flour

○
1. lazy
2. central
3. snowy
4. federal
5. bold

○
1. mama
2. shelf
3. cheese
4. wool
5. mind

○
1. ruling
2. draining
3. keeping
4. reading
5. skinning

○
1. lumpy
2. slender
3. other
4. prompt
5. velvet

○
1. swirling
2. reading
3. clattering
4. blazing
5. sputtering

○
1. booty
2. torment
3. discomfort
4. paper
5. bail

○
1. eaves
2. knapsacks
3. cheeks
4. notes
5. peddlers

○
1. Joyously
2. Earnestly
3. Humanely
4. Gaily
5. Just

"The first duty of a man is to __________; that is his chief __________ in this world," __________ Robert Louis Stevenson in his "Talk and Talkers." Perhaps Stevenson __________ the case, but anyone would __________ that to speak well is __________. To most people your __________ is *you*; it is your __________ link with the world. With it you can __________, persuade, explain, amuse, and __________.

○

1. clutch
2. crusade
3. speak
4. suspend
5. blame

○

1. relation
2. gardenia
3. indignation
4. household
5. business

○

1. said
2. cowered
3. sank
4. lumped
5. turned

○

1. shovels
2. requires
3. overstates
4. beads
5. accelerates

○

1. agree
2. sort
3. weather
4. frown
5. swoon

○

1. clerical
2. masculine
3. athletic
4. important
5. immoral

○

1. lagoon
2. gloom
3. voice
4. rancher
5. ledge

○

1. funny
2. sweet
3. inland
4. fleecy
5. main

○

1. drink
2. inform
3. balk
4. prance
5. mesh

○

1. lurch
2. deduct
3. spread
4. comfort
5. pivot

One of the problems in writing about the __________ of English is that there are more __________ sounds than the 26 __________ in the alphabet. Some of these __________, such as that often __________ *sh*, have no single __________ to represent them. Further, a __________ of letters are used to __________ more than one sound. For __________, the letter *a* __________ all the vowel sounds in *alarm*, *cake*, and *salad*.

○
1. sounds
2. turtles
3. spills
4. vacancies
5. shelves

○
1. different
2. enormous
3. wry
4. plaid
5. perishable

○
1. scalps
2. letters
3. circles
4. dinners
5. princes

○
1. facts
2. batches
3. dens
4. sagas
5. sounds

○
1. spelled
2. decked
3. streaked
4. chipped
5. bruised

○
1. mist
2. balcony
3. puddle
4. letter
5. habit

○
1. cavern
2. stomach
3. number
4. snowflake
5. butt

○
1. quench
2. embarrass
3. stampede
4. represent
5. dust

○
1. assembly
2. cargo
3. scarlet
4. example
5. concrete

○
1. catapults
2. represents
3. bewilders
4. despises
5. interviews

One of the most important ________ letters you will ever ________ is the letter of ________ for a job or for some ________ position that you want. Here the ________ is *you*, and your ________ is the advertisement. If your ________ has never met you, he may ________ his decision on the ________ of your letter. If your ________ is messy and careless, he will no doubt assume that you are, too.

○
1. brazen
2. healthy
3. pale
4. automatic
5. business

○
1. dislodge
2. rake
3. thwart
4. write
5. loosen

○
1. billiards
2. lemonade
3. excitement
4. application
5. assortment

○
1. scrawny
2. wary
3. sparse
4. adverse
5. other

○
1. trumpet
2. chase
3. priest
4. west
5. product

○
1. letter
2. poet
3. hyphen
4. soloist
5. stanza

○
1. topic
2. projection
3. wigwam
4. reader
5. package

○
1. puff
2. slander
3. make
4. chafe
5. nibble

○
1. beehive
2. aisle
3. hiccup
4. gait
5. basis

○
1. verse
2. rime
3. fable
4. psalm
5. letter

You can find synonyms listed in most ______ right after a word's ______ . Many words have at ______ one synonym, and you can ______ your use of ______ by finding out about them and ______ them. Notice, however, that ______ do not always have ______ the same meaning. For ______, *handsome* and *pretty* are ______ synonyms for *beautiful*, but they are not used in quite the same way.

○
1. margins
2. articles
3. dictionaries
4. prefixes
5. apostrophes

○
1. definition
2. poetry
3. adverb
4. modifier
5. interrogative

○
1. treason
2. verse
3. lavender
4. cheese
5. least

○
1. mortify
2. weld
3. improve
4. rivet
5. capsize

○
1. fiction
2. language
3. agreement
4. juncture
5. rhythm

○
1. transporting
2. using
3. lending
4. cleaning
5. loaning

○
1. endings
2. connectors
3. limericks
4. compounds
5. synonyms

○
1. physically
2. quite
3. gleefully
4. hardly
5. perilously

○
1. example
2. thrift
3. discomfort
4. courtship
5. glory

○
1. crispy
2. heavenly
3. both
4. blunt
5. polar

A good way to keep track of the __________ words you want to __________ is to list them __________ in a section of your English __________ or in a special __________ notebook. Set aside a __________, or part of a __________, for each letter of the __________. If you make a __________ index, you can turn __________ to the letter you want.

○
1. fast
2. fair
3. sullen
4. destitute
5. new

○
1. howl
2. kidnap
3. learn
4. nudge
5. poach

○
1. informally
2. indefinitely
3. alphabetically
4. voicelessly
5. possessively

○
1. porpoise
2. restaurant
3. notebook
4. snake
5. jetty

○
1. patient
2. faithful
3. memorable
4. fierce
5. vocabulary

○
1. page
2. fund
3. dare
4. daisy
5. purr

○
1. poem
2. flap
3. trade
4. page
5. hole

○
1. fiction
2. fantasy
3. intonation
4. alphabet
5. clause

○
1. lost
2. polite
3. thumb
4. fussy
5. spoken

○
1. loyally
2. warmly
3. crisply
4. quickly
5. kindly

Sometimes you may have found that it was ______ to say exactly what you ______ to say about an ______ . You know already that it is ______ to express an impression ______ and to use only ______ that help to ______ it clear. In this ______ you will find out ______ ways to describe your ______ in more effective language.

○
1. obscure
2. petty
3. blue
4. hard
5. eerie

○
1. ladled
2. numbered
3. curled
4. wanted
5. rejoiced

○
1. experience
2. incline
3. autobiography
4. impact
5. empress

○
1. soggy
2. furry
3. squeamish
4. important
5. orbital

○
1. jerkily
2. furiously
3. clearly
4. wildly
5. wrongly

○
1. youngsters
2. details
3. habitations
4. trumpets
5. plows

○
1. think
2. name
3. murmur
4. make
5. touch

○
1. chapter
2. fireplace
3. musician
4. woodchuck
5. hotel

○
1. some
2. rapid
3. damp
4. sturdy
5. porous

○
1. tarpaulins
2. facilities
3. leopards
4. quails
5. experiences

A speech without an audience is not very __________ . If you will remember that an __________ has an important part in the __________ of communication, you may be __________ to make a speaker's __________ easier and make the __________ experience a more effective one. In __________, a good speech depends __________ as much upon good __________ as it does upon a __________ speaker.

○
1. smooth
2. breathless
3. resourceful
4. monotonous
5. worthwhile

○
1. audience
2. outgrowth
3. annoyance
4. apparatus
5. acrobat

○
1. process
2. iceberg
3. tatter
4. mechanic
5. lifeguard

○
1. harsh
2. pretty
3. stately
4. unruly
5. able

○
1. rancher
2. robber
3. tick
4. job
5. cock

○
1. deliberate
2. bloated
3. entire
4. audible
5. wispy

○
1. permission
2. short
3. worship
4. fear
5. melody

○
1. honestly
2. adversely
3. stoutly
4. almost
5. especially

○
1. schooners
2. liveries
3. landmarks
4. listeners
5. slippers

○
1. busy
2. modest
3. secret
4. plaid
5. good

A simple proposal that a __________ do something is called a __________ *motion*. Such a motion can be __________ only when there is __________ other business before the __________ . A member who wants to __________ a main motion first __________ the attention of the __________ . If the chairman __________ him, the member is __________ to *have the floor*. He then addresses the chair and makes his motion.

○
1. delta
2. group
3. vineyard
4. hawk
5. lagoon

○
1. *denim*
2. *rude*
3. *main*
4. *slippery*
5. *marble*

○
1. informed
2. made
3. embalmed
4. sunk
5. guarded

○
1. dim
2. broad
3. drab
4. shifty
5. no

○
1. penitentiary
2. group
3. prism
4. glory
5. deerskin

○
1. locate
2. make
3. bother
4. excuse
5. nibble

○
1. encloses
2. spoils
3. barbecues
4. rigs
5. gets

○
1. favor
2. occupation
3. chairman
4. perfume
5. vibration

○
1. slits
2. molds
3. constructs
4. recognizes
5. rebuilds

○
1. said
2. polished
3. processed
4. rounded
5. lost

Informal written language comes closest to the deliberative __________ of speech. We ordinarily __________ our writing—partly in __________, partly as we __________, and partly by making __________ before we show the __________ to someone else. The __________ key of speech is __________ planned, but not necessarily to the __________ that a person memorizes what he will __________ before he begins to speak.

○
1. eagle
2. grin
3. oven
4. cub
5. key

○
1. score
2. buck
3. ladle
4. allay
5. plan

○
1. extremity
2. advance
3. ridicule
4. blessing
5. crimson

○
1. write
2. grow
3. swing
4. graze
5. cart

○
1. shields
2. movies
3. assemblies
4. changes
5. prices

○
1. surfacing
2. playing
3. writing
4. farming
5. fighting

○
1. perpendicular
2. deliberative
3. occasional
4. regrettable
5. individual

○
1. perpetually
2. rather
3. also
4. wryly
5. courageously

○
1. gorge
2. vulture
3. extent
4. dispatch
5. rancher

○
1. jab
2. impair
3. aid
4. say
5. pour

A word like "*the*," "*an*," and "*a*" is __________ a determiner because it __________ (or determines) that a __________ which follows it will be a __________ . When you see a __________, you know that a __________ is coming. You cannot be __________, however, that the very __________ word will be a __________ . Sometimes there are words between the __________ and its noun.

○
1. cabled
2. quacked
3. furthered
4. claimed
5. called

○
1. dodges
2. milks
3. searches
4. indicates
5. puffs

○
1. pang
2. grandmother
3. loop
4. word
5. telephone

○
1. lullaby
2. soloist
3. margin
4. noun
5. period

○
1. conversation
2. rhythm
3. determiner
4. diphthong
5. juncture

○
1. verse
2. noun
3. hero
4. rhyme
5. clause

○
1. sure
2. adrift
3. lucky
4. puny
5. alike

○
1. affectionate
2. tidy
3. fundamental
4. afraid
5. next

○
1. noun
2. handbook
3. topic
4. psalm
5. comma

○
1. punctuation
2. editor
3. interrogative
4. determiner
5. composition

Even a high school or ________ high school library may ________ thousands of books, and ________ libraries contain a million ________ or more. In order to ________ people to find books ________ and easily in such ________, ways have been devised of ________ books and of acquainting ________ users with the arrangement. A ________ is made for each book that the library buys, and these cards are filed in what is called a *card catalog*.

○
1. junior
2. fleshy
3. awkward
4. lumpy
5. absent

○
1. contain
2. phrase
3. quench
4. murmur
5. outsmart

○
1. orbital
2. kind
3. some
4. squeamish
5. bloody

○
1. hollows
2. organs
3. bids
4. skippers
5. books

○
1. resemble
2. applaud
3. chafe
4. enable
5. construct

○
1. frankly
2. quickly
3. insolently
4. wistfully
5. wildly

○
1. rabbits
2. licenses
3. libraries
4. alarms
5. eaves

○
1. sticking
2. exasperating
3. loosening
4. arranging
5. bothering

○
1. wooden
2. cloudy
3. runty
4. library
5. sunny

○
1. thought
2. shield
3. cluck
4. hub
5. card

A doctor analyzes a case of __________; a detective analyzes a __________ case; a chemist analyzes __________ . If you want to __________ sure about your speaking and __________, you should be able to __________ the sentences that you __________ . One way to analyze a __________ is to make a __________ of it.

As you __________ on with your study of grammar, you can learn how to diagram all the words in the sentences that you study.

○
1. landscape
2. sickness
3. opportunity
4. linen
5. chalk

○
1. vocal
2. middle
3. swollen
4. criminal
5. steadfast

○
1. mugs
2. headlights
3. apes
4. drugs
5. heels

○
1. snow
2. fall
3. sleep
4. purr
5. feel

○
1. writing
2. bowling
3. wetting
4. flinching
5. importing

○
1. entertain
2. award
3. phone
4. analyze
5. pilfer

○
1. blubber
2. slap
3. hum
4. use
5. pay

○
1. sentence
2. carol
3. preview
4. hero
5. consonant

○
1. *diagram*
2. *century*
3. *dream*
4. *pedestrian*
5. *chick*

○
1. gurgle
2. blaze
3. sew
4. mow
5. go

Sentences like *The ranger found the boys* are __________ to be in the "__________ voice." In a __________ in the active voice we can __________ that the subject precedes or __________ ahead of the verb in the __________ structure just as it __________ in the deep structure. __________ like *The boys were* __________ *by the ranger* are __________ to be in the "passive voice."

○
1. worn
2. attended
3. said
4. touched
5. taxed

○
1. active
2. ruthless
3. dizzy
4. fleecy
5. tawny

○
1. modifier
2. simile
3. sentence
4. colon
5. connective

○
1. hail
2. see
3. smolder
4. protest
5. bark

○
1. cleans
2. comes
3. hauls
4. groans
5. peeps

○
1. abrupt
2. surface
3. curly
4. adult
5. federal

○
1. does
2. sprouts
3. shouts
4. sways
5. hums

○
1. Agreements
2. Interjections
3. Sentences
4. Origins
5. Critics

○
1. *processed*
2. *drawn*
3. *found*
4. *molded*
5. *sipped*

○
1. dated
2. mortified
3. imported
4. said
5. sued

Even grammarians do not agree on the __________ of how to describe English __________ . There are many systems of __________ being taught today in __________ schools and colleges. Before you __________ your schooling, you will __________ work with some of the "__________" grammars. You may find them __________ . You may even find their __________ classifications easier to understand than the __________ of speech of "traditional" grammar.

○
1. deluge
2. question
3. profile
4. knapsack
5. lumberjack

○
1. emphasis
2. grammar
3. metaphor
4. character
5. intonation

○
1. rhythm
2. nonfiction
3. literature
4. biography
5. grammar

○
1. numb
2. velvet
3. high
4. prehistoric
5. portable

○
1. drench
2. ride
3. finish
4. singe
5. infect

○
1. brutally
2. jerkily
3. savagely
4. physically
5. probably

○
1. amphibious
2. mute
3. overnight
4. new
5. icy

○
1. praying
2. fascinating
3. gloating
4. brooding
5. curtsying

○
1. marine
2. peaceful
3. meek
4. word
5. wide

○
1. turtles
2. bulges
3. parts
4. trials
5. owls

A good paragraph has unity; that is, it __________ on its subject and __________ it interestingly. Ideas flow __________ from one sentence to the __________ . This type of __________ must also apply to a __________ paper composed of several __________ . Such a paper must __________ to and develop its __________ . Each paragraph must be __________ to the paragraph before it and to the one that follows it.

○
1. screams
2. roasts
3. rots
4. smokes
5. stays

○
1. worships
2. gathers
3. develops
4. astounds
5. hangs

○
1. brutally
2. intimately
3. wildly
4. selfishly
5. smoothly

○
1. wayward
2. muscular
3. poor
4. sultry
5. next

○
1. prospector
2. development
3. ripple
4. sentinel
5. denomination

○
1. riper
2. damper
3. longer
4. drabber
5. fonder

○
1. magazines
2. anthologies
3. commas
4. paragraphs
5. copyrights

○
1. incline
2. rush
3. read
4. keep
5. moan

○
1. verse
2. accent
3. verb
4. subject
5. synonym

○
1. shoveled
2. bounced
3. mentioned
4. related
5. taught

In your daily newspaper. find a __________, interesting news article and __________ it to class. In __________, write a précis of the __________ . Have a classmate check your __________ draft to make sure that it __________ the essential information, is __________ in your own words, __________ the same order as the __________, and is no more than one __________ the length of the original.

○

1. mushy
2. swift
3. shaggy
4. long
5. jealous

○

1. wear
2. climb
3. bring
4. mount
5. shovel

○

1. class
2. cheese
3. lavender
4. booty
5. courtship

○

1. soloist
2. verb
3. hyphen
4. article
5. diphthong

○

1. striped
2. tense
3. grumpy
4. crimson
5. first

○

1. loathes
2. includes
3. astonishes
4. misjudges
5. oppresses

○

1. written
2. wheezed
3. buzzed
4. sneered
5. bawled

○

1. petitions
2. baptizes
3. follows
4. pollutes
5. grabs

○

1. apple
2. college
3. propeller
4. original
5. turtle

○

1. operation
2. prince
3. injection
4. third
5. dinner

The first step in writing a __________ is to choose your __________ . You will probably write __________ from your own experience, because you __________ more about that than anybody __________ . You can delve into your __________ and bring forth specific __________ about sights, sounds, smells, __________, and physical feelings. You can __________ your emotions. You can __________ just what people said to each other.

○
1. noose
2. knife
3. stockade
4. cage
5. story

○
1. primer
2. envelope
3. slang
4. psalm
5. subject

○
1. financially
2. noisily
3. loudly
4. best
5. dryly

○
1. linger
2. dance
3. know
4. bloom
5. owe

○
1. brittle
2. lost
3. else
4. bulky
5. punctual

○
1. cavern
2. marker
3. ballet
4. nickel
5. memory

○
1. umbrellas
2. knapsacks
3. shelves
4. details
5. peddlers

○
1. dragons
2. navies
3. tastes
4. ovens
5. arrows

○
1. comb
2. cook
3. recall
4. string
5. suck

○
1. paw
2. spill
3. anchor
4. embroider
5. reproduce

08-16-01-02-05 LA 16-9

To use your dictionary easily and __________, you should master the __________ . Know it so well that you can __________ without hesitating what letter __________ or follows another. The __________ is the key to your __________ . Test your knowledge of __________ order with questions from your __________ . Once you have mastered the __________, you can make better __________ of the *guide words* that appear at the top of each page.

○
1. miserably
2. valiantly
3. efficiently
4. preferably
5. mysteriously

○
1. handwriting
2. abbreviation
3. alphabet
4. critic
5. magazine

○
1. number
2. skid
3. tell
4. ventilate
5. submerge

○
1. launches
2. envelopes
3. rescues
4. chooses
5. precedes

○
1. sentence
2. alphabet
3. vowel
4. fantasy
5. rhyme

○
1. dictionary
2. alphabet
3. euphemism
4. conversation
5. exclamation

○
1. aggressive
2. remedial
3. alphabetical
4. accessible
5. trivial

○
1. inspirations
2. clowns
3. classmates
4. outfits
5. oranges

○
1. alphabet
2. opinion
3. plot
4. morpheme
5. period

○
1. soda
2. excess
3. use
4. gravy
5. crab

All languages borrow words from other __________, and English is no __________. In fact, English is the most __________ borrower of all. It has been __________ words from other languages for the __________ thousand years, and its __________ for Greek and Latin __________ and word parts has been __________ with more than __________ of the entire Latin __________ and about a fourth of the Greek language.

○
1. publications
2. compositions
3. languages
4. introductions
5. contractions

○
1. drugstore
2. buffalo
3. exception
4. cover
5. telephone

○
1. slender
2. active
3. affectionate
4. rocky
5. gaudy

○
1. raffling
2. gambling
3. taking
4. decking
5. biting

○
1. tidy
2. waxed
3. smooth
4. past
5. light

○
1. appetite
2. steed
3. vibration
4. intrigue
5. ride

○
1. sausages
2. words
3. quails
4. watches
5. parishes

○
1. taxed
2. hid
3. fed
4. paid
5. robbed

○
1. glue
2. broth
3. half
4. raisin
5. pollen

○
1. euphemism
2. conversation
3. usage
4. language
5. agreement

The rules of grammar describe the ______ of sentences, as well as how ______ are pronounced and what they ______ . Such rules apply to the ______ used by all native ______ of a language. But although ______ speakers of a language ______ most of the same ______ rules, there is always ______ variation in language among ______ who live in different parts of the country or who have different backgrounds.

○
1. deerskin
2. satchel
3. uniform
4. structure
5. delight

○
1. sentences
2. articles
3. antonyms
4. functions
5. modifiers

○
1. mean
2. heap
3. wean
4. quench
5. shoot

○
1. narratives
2. subjects
3. compounds
4. subheads
5. sentences

○
1. arguments
2. articles
3. synonyms
4. adverbs
5. speakers

○
1. glossy
2. underwater
3. creaky
4. native
5. short

○
1. deflect
2. share
3. include
4. tramp
5. train

○
1. transitional
2. indented
3. grammatical
4. exclamatory
5. compound

○
1. wooden
2. some
3. plaid
4. swollen
5. amphibious

○
1. people
2. pajamas
3. giraffes
4. fabrics
5. tufts

Each of us carries around in his head a __________ supply of second-hand __________ . These are the ideas which we have __________ as a result of __________, watching television and movies, __________ to the radio, talking with __________ people, and so on. In a __________, we might call such __________ our definitions, or our __________, or our classifications, or our __________ .

○
1. cloudy
2. waxed
3. large
4. fearless
5. graceful

○
1. aces
2. influences
3. scissors
4. tags
5. ideas

○
1. notified
2. accumulated
3. muzzled
4. blossomed
5. dissolved

○
1. beginning
2. reading
3. faring
4. hanging
5. ending

○
1. penetrating
2. apologizing
3. continuing
4. listening
5. curtsying

○
1. electric
2. shaggy
3. rightful
4. coarse
5. other

○
1. bunny
2. niece
3. sense
4. predicament
5. raspberry

○
1. tails
2. mice
3. ideas
4. trophies
5. abilities

○
1. grains
2. squirts
3. nerves
4. labels
5. grafts

○
1. mounts
2. generalizations
3. thumbs
4. minorities
5. coordinations

Most of the sentences you __________ are unique in one __________ . That is, no one can __________ the exact combinations of __________ you will choose to __________ your thoughts. Each time you __________ something, you are creating __________ that probably have never been __________ exactly that way __________ . In spite of this, there are __________ patterns of structure that are common to all sentences.

○
1. produce
2. prosecute
3. fracture
4. appeal
5. transplant

○
1. sense
2. slave
3. student
4. ailment
5. shelf

○
1. predict
2. mumble
3. permit
4. expend
5. wander

○
1. leaves
2. jabs
3. moorings
4. words
5. wisps

○
1. squash
2. donate
3. express
4. experience
5. wrestle

○
1. space
2. write
3. detect
4. guide
5. renew

○
1. sentences
2. accents
3. copyrights
4. objects
5. connectors

○
1. mistaken
2. written
3. sought
4. vaulted
5. forgotten

○
1. within
2. uneasily
3. abroad
4. before
5. abreast

○
1. extreme
2. certain
3. arched
4. tremendous
5. lordly

When we talk about "agreement" in English __________, we mean that very __________ related words must be in the __________ form. There are several __________ of "agreement" problems you may __________ from time to time. But in almost every __________ you write, you have one __________ problem of agreement to __________ . You have to make the __________ verb agree in number with the __________ noun.

○
1. sentences
2. rimes
3. parentheses
4. pronunciations
5. adverbs

○
1. sourly
2. bravely
3. keenly
4. closely
5. savagely

○
1. fond
2. royal
3. same
4. hack
5. upward

○
1. foams
2. strands
3. lances
4. disks
5. kinds

○
1. encounter
2. oppress
3. eliminate
4. fatigue
5. inspire

○
1. solo
2. suffix
3. speaker
4. digest
5. sentence

○
1. vulgar
2. important
3. indigo
4. athletic
5. numb

○
1. applaud
2. exceed
3. solve
4. nestle
5. giggle

○
1. voiceless
2. adverbial
3. predicate
4. unabridged
5. informal

○
1. alphabetic
2. nonessential
3. subject
4. autographed
5. transitive

Capitalization that affects meaning should cause you __________ difficulty. You have already __________ to capitalize a proper __________—the name of a __________ person, group of people, __________, or thing. You __________ that you do not __________ a general name that __________ any of its kind. Without __________, you would not capitalize the __________ noun "city" but would capitalize the proper noun "Chicago."

○
1. little
2. western
3. yonder
4. beige
5. nasal

○
1. increased
2. shorted
3. leaped
4. learned
5. loosened

○
1. name
2. cougar
3. lime
4. nation
5. fury

○
1. defensive
2. sensitive
3. legible
4. particular
5. compulsory

○
1. place
2. taxicab
3. scalp
4. delta
5. massage

○
1. work
2. nestle
3. know
4. pilot
5. lick

○
1. italicize
2. proofread
3. punctuate
4. accent
5. capitalize

○
1. jabs
2. irks
3. fits
4. grabs
5. apes

○
1. thinking
2. harvesting
3. consoling
4. bringing
5. gossiping

○
1. common
2. prickly
3. orderly
4. tropical
5. black

In an earlier discussion, you learned that __________ the purpose of a __________ is to appeal to your __________, to make you feel a __________ way. Perhaps you have been __________ by some of the __________ you have read, but were you __________ to explain how the __________ produced a feeling in you? Is it only the __________ that produces the emotion, or are __________ words and phrases also responsible for the effect?

○
1. meekly
2. promptly
3. cruelly
4. often
5. darkly

○
1. predicate
2. possessive
3. poem
4. clause
5. noun

○
1. voyages
2. badges
3. emotions
4. careers
5. muscles

○
1. mellow
2. total
3. sour
4. crunchy
5. certain

○
1. muzzled
2. loathed
3. pared
4. flipped
5. moved

○
1. diphthongs
2. adverbs
3. connectives
4. endings
5. poems

○
1. aged
2. able
3. joyful
4. drab
5. deep

○
1. subhead
2. poem
3. postcard
4. hyphen
5. vowel

○
1. bait
2. idea
3. river
4. swan
5. chore

○
1. muscular
2. blustery
3. certain
4. nervous
5. innocent

Symbols are valuable. They enable us to __________ about things when the __________ are not there and to __________ about things when we cannot __________ to them. Without __________ we could not communicate or be __________ . Without symbols human beings could not have __________ a civilization and could not __________ it. But when people __________ to confuse a symbol with its __________, they are in danger.

○
1. twitch
2. sway
3. loom
4. think
5. apologize

○
1. hacks
2. plugs
3. bowls
4. blacksmiths
5. things

○
1. bounce
2. rush
3. slide
4. talk
5. jingle

○
1. start
2. curtsy
3. point
4. swirl
5. march

○
1. rows
2. tickets
3. tenements
4. scaffolds
5. symbols

○
1. rebuilt
2. educated
3. lost
4. dated
5. gathered

○
1. played
2. sputtered
3. developed
4. tolerated
5. scoured

○
1. maintain
2. muzzle
3. horrify
4. heave
5. chafe

○
1. begin
2. crisscross
3. stroll
4. float
5. brace

○
1. meaning
2. tinkling
3. hollering
4. covering
5. betting

The special variety of English that you __________ use when talking with __________, brothers, sisters, and close __________ may be called __________ *English.* **It is like __________ English in most respects, but it is __________ to make more use of __________, incomplete sentences, and words and __________ that have a special __________ within your own family or among your __________ and yourself. It is easy and relaxed.**

○
1. **snugly**
2. **often**
3. **moodily**
4. **gravely**
5. **meekly**

○
1. **meters**
2. **parents**
3. **hands**
4. **artists**
5. **swindles**

○
1. **gorges**
2. **pinches**
3. **peels**
4. **groves**
5. **friends**

○
1. *direct*
2. *flimsy*
3. *safe*
4. *informal*
5. *scratchy*

○
1. **laden**
2. **general**
3. **north**
4. **ancient**
5. **stubby**

○
1. **likely**
2. **fanatical**
3. **powdery**
4. **disgusting**
5. **lumpy**

○
1. **slang**
2. **conversation**
3. **fantasy**
4. **euphemism**
5. **handwriting**

○
1. **magazines**
2. **phrases**
3. **contractions**
4. **copyrights**
5. **diphthongs**

○
1. **meaning**
2. **aching**
3. **finding**
4. **looting**
5. **bowling**

○
1. **thorns**
2. **friends**
3. **muscles**
4. **wigwams**
5. **actions**

Try the practice of listening with __________ and pencil at hand. __________ notes while you listen, even if they are __________ sketchy notes. Afterward, put these __________ together in a coherent __________ or two that can __________ as a summary of what you __________ . Your paragraph might __________ take account of those __________ of the presentation which __________ it profitable, informative, and appealing.

○
1. stunt
2. strain
3. paper
4. jewelry
5. mirror

○
1. Take
2. Grow
3. Feed
4. Pitch
5. Scout

○
1. very
2. firmly
3. orally
4. wryly
5. deeply

○
1. notes
2. slats
3. thuds
4. dumps
5. centers

○
1. selection
2. character
3. argument
4. postcard
5. paragraph

○
1. enter
2. whoop
3. serve
4. waste
5. view

○
1. laid
2. forgot
3. heard
4. built
5. hoed

○
1. also
2. damply
3. slyly
4. constantly
5. properly

○
1. characteristics
2. blueberries
3. customs
4. cradles
5. headquarters

○
1. fumigated
2. reversed
3. tackled
4. made
5. inked

The ability to use the right __________ of language is essential for __________ and business success. Many __________ are open only to __________ who use standard English. __________ English is the kind of English __________ acceptable by people who __________ . Many people frown on a __________ who does not use what they __________ "good English." The person who __________ "poor English" is handicapped, no matter how intelligent he may be.

○
1. kind
2. parole
3. midget
4. pinto
5. genius

○
1. social
2. dreadful
3. native
4. prime
5. squeamish

○
1. lids
2. jobs
3. sips
4. plots
5. polls

○
1. people
2. suppers
3. riddles
4. buckets
5. strings

○
1. Wretched
2. Gigantic
3. Scrawny
4. Unhappy
5. Standard

○
1. surrendered
2. considered
3. argued
4. feared
5. hollered

○
1. squint
2. cook
3. revive
4. count
5. rumble

○
1. midget
2. blizzard
3. prophecy
4. newcomer
5. beverage

○
1. sterilize
2. violate
3. crisscross
4. consider
5. embroider

○
1. stays
2. plies
3. chops
4. uses
5. digs

Derivatives are words that have had prefixes or __________ or both added to them. __________ a prefix to a __________ usually changes the __________, but not the part of __________ of the word to which the __________ is added. When a __________ is added to a __________, the derivative is usually a different __________ of speech from the __________ word.

○
1. suffixes
2. authors
3. chapters
4. poets
5. fantasies

○
1. Slitting
2. Snatching
3. Adding
4. Rowing
5. Hurling

○
1. canopy
2. mind
3. word
4. wrench
5. gong

○
1. receding
2. coughing
3. meaning
4. boasting
5. rushing

○
1. dynamite
2. cake
3. paint
4. speech
5. gas

○
1. antonym
2. sham
3. critic
4. prefix
5. preview

○
1. plot
2. classic
3. suffix
4. euphemism
5. subhead

○
1. word
2. whisker
3. beat
4. mistake
5. prince

○
1. meal
2. part
3. saw
4. hand
5. galaxy

○
1. grassy
2. slick
3. original
4. tedious
5. reasonable

Books differ in many ways—autobiographies, biographies, __________, collections of short stories, __________ books. Because of these __________, a single required __________ cannot be used for __________ on every type of __________ . However, the similarities among __________ of books and purposes of __________ allow you to use __________ of questions to guide you in __________ book reports. Such questions can help you make discoveries about a book.

○
1. communications
2. usages
3. novels
4. phrases
5. parentheses

○
1. travel
2. thatched
3. envious
4. maroon
5. brittle

○
1. duplicates
2. differences
3. teachers
4. suitors
5. masquerades

○
1. mechanic
2. form
3. procession
4. rent
5. typewriter

○
1. lagging
2. reporting
3. feeding
4. gathering
5. shutting

○
1. book
2. echo
3. dozen
4. cavern
5. slide

○
1. trots
2. famines
3. types
4. kinks
5. spiders

○
1. magazines
2. infinitives
3. dictionaries
4. slangs
5. authors

○
1. merits
2. narratives
3. lists
4. earthquakes
5. spats

○
1. kicking
2. pouring
3. writing
4. handing
5. sleeping

One of the ever-present problems of any language __________ is how to compose his __________ so that they suit his __________, his audience, and his __________ . The speaker or __________ must constantly answer such __________ as: How long should my __________ be? How complex? How __________ ? In answering these questions, the __________ or writer must take into __________ still another factor: the subject he is writing or speaking about.

○
1. user
2. jet
3. tale
4. lease
5. flesh

○
1. underlines
2. encyclopedias
3. sentences
4. prepositions
5. fables

○
1. purr
2. individual
3. congress
4. purpose
5. potion

○
1. agony
2. cream
3. pastry
4. hut
5. tone

○
1. soloist
2. writer
3. connective
4. modifier
5. pronoun

○
1. premiums
2. questions
3. directions
4. buckets
5. tensions

○
1. connectors
2. idioms
3. sentences
4. rhymes
5. participles

○
1. varied
2. disabled
3. tickled
4. troubled
5. puffed

○
1. haiku
2. title
3. speaker
4. essay
5. emphasis

○
1. mahogany
2. misfortune
3. misconduct
4. property
5. account

You have probably seen written __________ in which the use of __________ and punctuation does not __________ to the rules you have __________ for your own __________ . Do not be misled by any __________ usages. Most departures are __________ and are done for a __________ purpose. If an advertisement __________ like a textbook, it __________ would not catch and hold your attention.

○
1. energy
2. parsley
3. bread
4. work
5. admiration

○
1. capitals
2. touches
3. actors
4. pests
5. questions

○
1. slumber
2. propel
3. conform
4. foam
5. tip

○
1. scrapped
2. neighed
3. learned
4. worked
5. flashed

○
1. celebrating
2. writing
3. taxing
4. testing
5. lighting

○
1. latter
2. limber
3. different
4. moderate
5. outward

○
1. deliberate
2. irresistible
3. sterling
4. loyal
5. prominent

○
1. naval
2. plaid
3. specific
4. majestic
5. wooden

○
1. gathered
2. wandered
3. read
4. mused
5. sought

○
1. gracefully
2. absently
3. devoutly
4. sweetly
5. probably

At the beginning of the Modern English __________, a change came about, for __________ which are not yet __________, in the pronunciation of English __________ . This change is __________ the Great Vowel Shift. As a __________, the vowels in English __________ have the sounds with which we are __________ familiar. For example, *stone* __________ rhymes with *lone* instead of __________, and *mouse* rhymes with *house* instead of *moose*.

○

1. **anxiety**
2. **faith**
3. **period**
4. **direction**
5. **worth**

○

1. **reasons**
2. **benches**
3. **churches**
4. **slogans**
5. **bazaars**

○

1. **thin**
2. **north**
3. **mute**
4. **blind**
5. **clear**

○

1. **pronouns**
2. **plurals**
3. **addresses**
4. **participles**
5. **vowels**

○

1. **mused**
2. **goaded**
3. **called**
4. **blinked**
5. **bullied**

○

1. **result**
2. **lurch**
3. **watch**
4. **famine**
5. **cousin**

○

1. **hilts**
2. **bunks**
3. **words**
4. **fleas**
5. **rinks**

○

1. **indignantly**
2. **now**
3. **elaborately**
4. **absently**
5. **slowly**

○

1. **slyly**
2. **half**
3. **oddly**
4. **now**
5. **divinely**

○

1. *card*
2. *sack*
3. *sire*
4. *raft*
5. *lawn*

There were two major obstacles to __________ a standard method of __________ English. One was that there was no __________ spoken English on which to __________ a standard spelling. English was a __________ of dialects with varying __________ . A second obstacle was that the English __________ had many words __________ from other languages but __________ not pronounced in English the __________ they were in the other languages.

○
1. barging
2. consoling
3. developing
4. compromising
5. sketching

○
1. addressing
2. quoting
3. spelling
4. indenting
5. modifying

○
1. standard
2. victorious
3. malicious
4. outdoor
5. knightly

○
1. help
2. jumble
3. base
4. bolt
5. boil

○
1. ribbon
2. ballet
3. raisin
4. peak
5. group

○
1. narratives
2. pronunciations
3. copyrights
4. pronouns
5. communications

○
1. origin
2. connective
3. vocabulary
4. interrogative
5. parenthesis

○
1. grown
2. weaned
3. taken
4. blown
5. sailed

○
1. damply
2. deeply
3. often
4. moodily
5. heavily

○
1. hack
2. papa
3. way
4. grit
5. inn

Too often, people feel that they have nothing to __________, or that what they __________ to say is not __________ . How wrong they are! We have __________ the human brain with a __________ computer which gathers, records, __________, and assimilates information that is __________ by the senses from the __________ of one's birth. Each __________ "memory bank" contains a __________ array of information, and each memory bank is unique.

○
1. dip
2. peel
3. say
4. tax
5. pry

○
1. cut
2. smear
3. have
4. kill
5. tear

○
1. stubby
2. crusty
3. disastrous
4. punctual
5. original

○
1. strung
2. compared
3. flushed
4. vomited
5. stapled

○
1. large
2. chewy
3. sullen
4. misty
5. fishy

○
1. rings
2. stores
3. oils
4. sinks
5. wears

○
1. collected
2. dripped
3. tempted
4. sliced
5. dined

○
1. kite
2. wire
3. buggy
4. time
5. recipe

○
1. person's
2. cake's
3. drain's
4. mast's
5. skirt's

○
1. soggy
2. vast
3. soapy
4. raw
5. sick

When you have read a __________ or a chapter in __________, biology, geography, or literature, what __________ idea do you come __________ with? Have you ever __________ so excited by the __________ ideas or statistics that you __________ to present his main __________ to a friend in a __________ sentence? When you write a __________ of a paragraph in one or two statements, you present a précis.

○
1. vowel
2. morpheme
3. paragraph
4. caption
5. subhead

○
1. mutton
2. history
3. parole
4. magic
5. radar

○
1. inky
2. oral
3. odd
4. key
5. fuzzy

○
1. away
2. lightly
3. parallel
4. strangely
5. ashore

○
1. dived
2. felt
3. fixed
4. bent
5. held

○
1. adverb's
2. ending's
3. author's
4. hyphen's
5. rhythm's

○
1. dug
2. batted
3. tried
4. elected
5. chopped

○
1. blast
2. point
3. fossil
4. rest
5. lobster

○
1. fluffy
2. single
3. direct
4. corporal
5. dusty

○
1. modifier
2. dialogue
3. summary
4. compound
5. morpheme

The study of individual speech sounds is __________ phonetics. Phonetics is not the same as __________, which is concerned with __________ for pronunciation. In the __________ of phonetics we try to __________ what the characteristics of the __________ sounds are. In other __________, we attempt to describe the __________ of the sounds that are __________ together to produce sentences. The __________ of sentences is described by the rules of phonology.

○
1. muffled
2. clicked
3. called
4. bailed
5. hired

○
1. plot
2. conversation
3. phonology
4. euphemism
5. fiction

○
1. men
2. whips
3. ruins
4. acorns
5. rules

○
1. fright
2. amount
3. device
4. study
5. cluck

○
1. parole
2. fling
3. round
4. ravage
5. learn

○
1. favorite
2. sullen
3. personal
4. undersea
5. different

○
1. anvils
2. words
3. licks
4. polls
5. canes

○
1. tomatoes
2. weddings
3. marriages
4. slippers
5. features

○
1. hauled
2. sought
3. put
4. hidden
5. shot

○
1. interrogative
2. conversation
3. literature
4. pronunciation
5. capitalization

The skill of listening is __________ for achievement in the __________ of work and in the __________ of social relationships. __________ to and following directions, __________ and restating messages accurately, and __________ each word and each __________ of the voice of a __________—all are necessary to __________ . Listening with full attention __________ more than merely being aware of sound.

○
1. fierce
2. cunning
3. honest
4. feathery
5. important

○
1. peak
2. world
3. port
4. swerve
5. frenzy

○
1. world
2. stuff
3. renewal
4. hurdle
5. color

○
1. Attracting
2. Listening
3. Emigrating
4. Anchoring
5. Streaming

○
1. remembering
2. balancing
3. muttering
4. repelling
5. venturing

○
1. thrusting
2. seeking
3. embalming
4. hearing
5. dwindling

○
1. blister
2. hostage
3. nominee
4. rebellion
5. inflection

○
1. summary
2. diphthong
3. postcard
4. fragment
5. speaker

○
1. curfew
2. success
3. propulsion
4. speed
5. regret

○
1. means
2. becalms
3. makes
4. puts
5. recurs

In the last example you may see how, through ______________ or custom, we use a ______________ in one expression, an ______________ in another. The meaning ______________ the same if we ______________, "To see is to ______________." It does not sound ______________, however, for we are not ______________ to hearing it expressed that ______________.

Note: Never use both the ______________ and the infinitive forms together. "To struggle is learning" sounds absurd, because parallel ideas must be expressed in similar word patterns.

○
1. water
2. wire
3. energy
4. habit
5. junk

○
1. sonnet
2. tense
3. gerund
4. semicolon
5. farce

○
1. allusion
2. octave
3. essay
4. infinitive
5. iamb

○
1. travels
2. cowers
3. examines
4. pleads
5. remains

○
1. await
2. fondle
3. worry
4. ebb
5. say

○
1. believe
2. tarnish
3. pervade
4. loiter
5. rejoice

○
1. sensual
2. devout
3. right
4. profuse
5. solemn

○
1. accustomed
2. withered
3. snarled
4. pledged
5. enumerated

○
1. hint
2. way
3. parcel
4. ride
5. art

○
1. gerund
2. fiction
3. compound
4. period
5. fantasy

You have a reasonable mastery of the ______________ of English grammar. However, you have ______________ not yet developed a ______________ in the use of ______________ English structures equal to your ______________ in handling the spoken ______________. Your use of ______________ English is easy, fluent, ______________. You do not have to ______________ about how you are ______________ to phrase your thoughts. They seem "to come naturally."

○
1. incomes
2. streams
3. concepts
4. subways
5. havens

○
1. loudly
2. vividly
3. carefully
4. probably
5. desolately

○
1. pillar
2. fluency
3. camera
4. library
5. placard

○
1. frozen
2. whittled
3. fallen
4. strewn
5. written

○
1. thicket
2. increment
3. facility
4. idolatry
5. release

○
1. cottage
2. professor
3. language
4. auction
5. secrecy

○
1. infected
2. scourged
3. riveted
4. spoken
5. blown

○
1. unstrained
2. demolished
3. impoverished
4. renovated
5. furnished

○
1. teach
2. think
3. notify
4. scamper
5. choke

○
1. fiddling
2. whistling
3. seeing
4. heading
5. going

11 18 01 02 04 LA 18-13

In a two- or three-minute talk tell what historic ______________ you most admire and ______________ what you would expect to ______________ from him if he were your ______________ for a year. Before ______________ your talk, you would be ______________ to consult an encyclopedia ______________ about your hero or ______________ and, if possible, examine ______________ a recent biography. ______________ is a list of people, some ridiculed in their time, now classed among the world's great: Socrates, Joan of Arc, Elizabeth I, and Amelia Earhart.

○
1. magazine
2. consonant
3. character
4. autograph
5. pronoun

○
1. deduct
2. invest
3. protect
4. pamper
5. explain

○
1. recruit
2. peer
3. improvise
4. learn
5. construct

○
1. telescope
2. script
3. teacher
4. feline
5. melody

○
1. burying
2. making
3. cooking
4. splitting
5. racing

○
1. nautical
2. cruel
3. humane
4. omnipotent
5. wise

○
1. article
2. quarrel
3. swimmer
4. crater
5. violet

○
1. cookie
2. grape
3. heroine
4. amendment
5. valise

○
1. musically
2. selfishly
3. unanimously
4. jerkily
5. briefly

○
1. Pleading
2. Pressuring
3. Jolting
4. Following
5. Ruining

Errors in pronoun case seldom occur when ______________ are used singly. You are ______________ likely to hear anyone ______________, "Him caught a fish" or "Me ______________ a fish." But people ______________ make the identical mistake when ______________ pronouns in pairs. Although they ______________ single pronouns correctly, they ______________ lose control of the ______________ when the pronouns are ______________. They say incorrectly, "Him and me caught a fish."

○
1. authors
2. editions
3. pronouns
4. antonyms
5. primers

○
1. succinctly
2. not
3. diligently
4. communally
5. hoarsely

○
1. raffle
2. writhe
3. rotate
4. say
5. pollinate

○
1. caught
2. embellished
3. aimed
4. parked
5. wrote

○
1. purely
2. sometimes
3. vertically
4. damply
5. ahead

○
1. using
2. mourning
3. expelling
4. auditing
5. looting

○
1. embalm
2. smear
3. use
4. advocate
5. bait

○
1. hungrily
2. morbidly
3. stoutly
4. often
5. humanely

○
1. situation
2. engineer
3. privilege
4. legend
5. monitor

○
1. tested
2. cheered
3. doubled
4. parked
5. doused

One of the most fascinating _______________ in connection with words is their _______________, or etymology. Most dictionaries on the _______________ high school level indicate the _______________ of a word. By _______________ of abbreviations, they show the _______________ from which it _______________ and what its original _______________ was. With its half million _______________, English has drawn upon almost all _______________ and ancient languages.

○
1. foreheads
2. studies
3. wolves
4. missiles
5. perches

○
1. derivation
2. anapest
3. climax
4. gobbledygook
5. refutation

○
1. incandescent
2. sumptuous
3. nasal
4. senior
5. tepid

○
1. audition
2. history
3. clap
4. roar
5. reprieve

○
1. densities
2. lives
3. means
4. friendships
5. fatalities

○
1. mouse
2. hurtle
3. bridge
4. language
5. mooring

○
1. worried
2. came
3. swelled
4. rioted
5. sloshed

○
1. meaning
2. glaring
3. chipping
4. beading
5. heating

○
1. rodeos
2. words
3. hotels
4. lamps
5. patches

○
1. modern
2. exorbitant
3. perfunctory
4. even
5. barren

Immediately below these directions you will ______________ a list of errors in ______________ structure. Each faulty sentence in the ______________ illustrates one of these ______________. Some of the sentences are ______________. You are to do ______________ things: (1) write before the ______________ of the sentence on your ______________ the letter of the ______________ illustrated in the sentence; (2) ______________ after the number of the sentence a revision which eliminates the error.

○
1. find
2. throttle
3. ransack
4. smear
5. abet

○
1. depraved
2. explicit
3. perverse
4. calico
5. sentence

○
1. castle
2. abdomen
3. holdup
4. exercise
5. prospector

○
1. athletes
2. spoons
3. errors
4. sororities
5. curfews

○
1. placid
2. hungry
3. nervous
4. shy
5. correct

○
1. plaid
2. two
3. polar
4. sparse
5. red

○
1. victory
2. pyramid
3. number
4. chipmunk
5. countenance

○
1. habitat
2. paper
3. booty
4. razor
5. huckleberry

○
1. hamburger
2. charcoal
3. porcupine
4. error
5. wiggle

○
1. squirt
2. write
3. loiter
4. assassinate
5. scald

As you have seen many __________, you follow a complex __________ of built-in rules when __________ and understanding your language. And, as you have __________ come to realize, you __________ these rules unconsciously. Your __________ of grammar has thus __________ to make you __________ of your unconscious knowledge of your __________ . This unconscious knowledge is __________ your *linguistic competence*.

○

1. times
2. masts
3. habitations
4. religions
5. hunches

○

1. cave
2. set
3. bail
4. rip
5. tug

○

1. wedding
2. expending
3. speaking
4. waking
5. revolving

○

1. financially
2. insolently
3. also
4. jerkily
5. audibly

○

1. roast
2. follow
3. press
4. train
5. fondle

○

1. curb
2. spine
3. valley
4. study
5. house

○

1. marched
2. pelted
3. helped
4. buzzed
5. squatted

○

1. aware
2. unconscious
3. affectionate
4. mushy
5. velvet

○

1. hyphen
2. language
3. homonym
4. parenthesis
5. diphthong

○

1. dropped
2. buckled
3. called
4. jolted
5. minced

09-19-01-02-01 LA 19-2

In writing, sentences mark divisions within __________ in much the same __________ that paragraphs mark divisions in a __________ . The beginning of each __________ is marked by a __________ letter and the __________ by a terminal mark—a __________, question mark, or exclamation __________ . It is quite simple to __________ the beginning and the __________ of most sentences, but sometimes problems arise.

○
1. **conversations**
2. **paragraphs**
3. **exclamations**
4. **editors**
5. **modifiers**

○
1. **ear**
2. **ink**
3. **way**
4. **limp**
5. **awe**

○
1. **preparation**
2. **composition**
3. **landlord**
4. **candlelight**
5. **pedestrian**

○
1. **consonant**
2. **compound**
3. **postcard**
4. **sentence**
5. **contraction**

○
1. **capital**
2. **generous**
3. **long**
4. **spry**
5. **bloody**

○
1. **tone**
2. **end**
3. **hoop**
4. **ship**
5. **bay**

○
1. **skater**
2. **period**
3. **pastry**
4. **castle**
5. **chariot**

○
1. **point**
2. **press**
3. **rarity**
4. **diaper**
5. **jetty**

○
1. **acquaint**
2. **smother**
3. **determine**
4. **shrug**
5. **receive**

○
1. **stem**
2. **end**
3. **mare**
4. **pole**
5. **helm**

The word *paraphrase* has the __________ *para*, meaning *like* or __________, and *phrase*, which is __________ to *speaking*. To paraphrase someone's __________ is to repeat his __________ using your own words. A __________ is a free translation of the __________ writer's expression into words and __________ which you select. You have __________ experience with paraphrasing. You have been __________ to give in your own words the ideas you have heard.

○
1. tires
2. hulks
3. roots
4. donors
5. towers

○
1. *suspicious*
2. *remote*
3. *similar*
4. *molecular*
5. *cumbersome*

○
1. related
2. propelled
3. folded
4. slashed
5. awarded

○
1. expression
2. breeze
3. spot
4. prospector
5. celebration

○
1. blotters
2. tenements
3. ideas
4. ships
5. plugs

○
1. paraphrase
2. verb
3. connective
4. participle
5. consonant

○
1. original
2. sheer
3. prehistoric
4. soapy
5. velvet

○
1. fanatics
2. patterns
3. mountains
4. cures
5. sacks

○
1. bunted
2. acquitted
3. coaxed
4. had
5. chipped

○
1. enfolded
2. asked
3. tarnished
4. mowed
5. graded

Many kinds of writing and speaking make __________ of generalizations supported with __________ . These generalizations can be __________ in any number of __________ patterns, depending on the __________ of generalization and the __________ purpose of the writer or __________ . How to arrange ideas is an __________ consideration, and one you must __________ think about whenever you __________ to present your ideas to an audience.

○
1. bread
2. use
3. skin
4. heat
5. rust

○
1. instances
2. somersaults
3. telephones
4. branches
5. climaxes

○
1. muffled
2. presented
3. originated
4. postponed
5. penalized

○
1. wistful
2. veiled
3. structure
4. overnight
5. defensive

○
1. misery
2. pause
3. tanner
4. ferry
5. kind

○
1. leathery
2. jealous
3. slim
4. specific
5. athletic

○
1. limerick
2. hero
3. pronoun
4. speaker
5. soloist

○
1. underwater
2. unlike
3. important
4. arrogant
5. amateur

○
1. always
2. vertically
3. hourly
4. bluntly
5. divinely

○
1. lament
2. try
3. ramble
4. twirl
5. fly

The rules you follow when you put the various __________ of sentences together in the __________ order are called syntactic __________ . But you need to __________ more than syntactic __________, however, to make sentences. Your __________ of English also includes an __________ of the features of the __________ words, or the characteristics that __________ one word from another. One __________ of features—*syntactic features*—is related to syntactic rules.

○
1. flaps
2. parts
3. farms
4. bales
5. peaks

○
1. glossy
2. tawny
3. right
4. touchy
5. loyal

○
1. picks
2. plods
3. wishes
4. sects
5. rules

○
1. brood
2. miss
3. sever
4. grate
5. know

○
1. rules
2. eggs
3. turbans
4. whips
5. nails

○
1. operation
2. raspberry
3. knowledge
4. platter
5. shroud

○
1. initiating
2. exhausting
3. exterminating
4. atoning
5. understanding

○
1. practical
2. speechless
3. legible
4. individual
5. concrete

○
1. exasperate
2. distinguish
3. integrate
4. concentrate
5. inaugurate

○
1. arc
2. cab
3. bat
4. pot
5. set

A semicolon is placed between the __________ clauses of a compound __________ when they are not __________ by a conjunction.

The __________ of a compound sentence are __________ related in thought. That is the __________ for joining them into one __________ .

In some sentences the __________ is more effective than a __________ in joining main clauses. This is __________ when *and* or *but* adds little meaning to the joined clauses.

○
1. obsolete
2. dear
3. main
4. magical
5. tense

○
1. connector
2. copyright
3. fragment
4. envelope
5. sentence

○
1. suited
2. colored
3. granted
4. joined
5. peeped

○
1. verses
2. clauses
3. haikus
4. novels
5. antonyms

○
1. wrongly
2. closely
3. bluntly
4. proudly
5. smoothly

○
1. summary
2. school
3. reason
4. rooster
5. refuge

○
1. alphabet
2. predicate
3. diphthong
4. caption
5. sentence

○
1. underline
2. anthology
3. narrative
4. connective
5. semicolon

○
1. homonym
2. synonym
3. solo
4. conjunction
5. hyphen

○
1. civic
2. true
3. emerald
4. mellow
5. wild

An example of a word that has __________ in meaning is *gossip*. __________ once meant "a godparent or a __________ friend." Though this __________ is quite different from its __________ one, there is an __________ link between the old and __________ meanings. Scholars have written __________ giving their explanations of the __________ for changing word meanings. They do not __________ agree.

○

1. flowered
2. degenerated
3. clustered
4. transported
5. speculated

○

1. *Mister*
2. *Length*
3. *Clasp*
4. *Gossip*
5. *Screw*

○

1. stormy
2. rapid
3. close
4. frisky
5. cleft

○

1. swinging
2. reporting
3. dusting
4. meaning
5. skinning

○

1. elegant
2. stern
3. modern
4. rickety
5. solitary

○

1. affectionate
2. influential
3. understandable
4. undersea
5. irregular

○

1. fast
2. new
3. eager
4. kind
5. chatty

○

1. resources
2. annexes
3. volumes
4. decoys
5. homers

○

1. drivers
2. moments
3. vaults
4. attacks
5. causes

○

1. cheaply
2. always
3. noisily
4. vividly
5. oddly

Visually, a paragraph usually starts with an __________ line. An indentation gives __________ an "eye break." It helps us __________ faster and easier. Because __________ competes with so many __________ forms of communication, writers and __________ do all they can to __________ and retain their audience's __________ . Newspapers and magazines, with their __________ narrow columns, use short __________ *paragraphs* of this kind so that their pages will not appear crowded with type.

○
1. underlined
2. unabridged
3. indented
4. overused
5. accented

○
1. poets
2. plots
3. novels
4. readers
5. rhymes

○
1. hinge
2. transfer
3. trim
4. read
5. salute

○
1. floating
2. stifling
3. renting
4. rising
5. reading

○
1. immense
2. other
3. weary
4. hoofed
5. radiant

○
1. sewers
2. cupcakes
3. editors
4. tribes
5. seals

○
1. obscure
2. exhaust
3. attract
4. involve
5. thwart

○
1. antiseptic
2. attention
3. opposite
4. competition
5. geometry

○
1. orally
2. craftily
3. fairly
4. meekly
5. warily

○
1. *livid*
2. *debatable*
3. *everyday*
4. *enormous*
5. *visual*

Many of your speaking responsibilities will be __________ by other members of a __________, whether it be for __________, educational, or business purposes. What you __________ to that group will be __________ up to you. You can __________ back and let others __________ the talking or you can __________ an active, contributing member. But before you __________ a firm decision, you should __________ something about the nature of various groups.

○
1. bothered
2. shared
3. subdued
4. investigated
5. proposed

○
1. plume
2. minus
3. border
4. shred
5. group

○
1. recent
2. civilian
3. peculiar
4. social
5. eerie

○
1. guarantee
2. flutter
3. dream
4. rivet
5. contribute

○
1. rapidly
2. absently
3. furiously
4. gravely
5. entirely

○
1. go
2. sit
3. pry
4. tap
5. view

○
1. fan
2. yap
3. do
4. seek
5. add

○
1. become
2. thunder
3. sponsor
4. detract
5. stream

○
1. thaw
2. make
3. peel
4. suck
5. beat

○
1. learn
2. convey
3. connect
4. rinse
5. deflate

11 19 01 02 01 LA 19-10

Machine designers always try to _______________ their machines by eliminating _______________ parts. Why use two or three _______________ where one will _______________ the job? In designing _______________, too, we should try to _______________ useless words that _______________ up our sentences while _______________ nothing either to their _______________ or to their interest. The _______________ of substituting a simpler word group for a longer and more complicated word group is called reduction.

○
1. swallow
2. simplify
3. frisk
4. bathe
5. tempt

○
1. conceited
2. candid
3. pale
4. unnecessary
5. omnivorous

○
1. parts
2. wizards
3. stallions
4. judges
5. torrents

○
1. pet
2. irk
3. do
4. sew
5. vow

○
1. milestones
2. sentences
3. scriptures
4. autumns
5. qualms

○
1. embarrass
2. eliminate
3. gore
4. defrost
5. fondle

○
1. burn
2. chip
3. look
4. clutter
5. kick

○
1. gauging
2. heating
3. milking
4. teaching
5. adding

○
1. basement
2. score
3. orphan
4. clearness
5. expectation

○
1. stare
2. raid
3. gallows
4. tourist
5. process

ELLIPSIS

(1) Use three spaced periods . . . (the ______________ mark) when you omit something from a ______________. Do not use them in your ______________ text in place of a ______________, or in mere insouciance. (2) If you ______________ the end of a ______________, add the period . . . $\overset{\checkmark}{.}$ (3) If your ______________ falls after a completed ______________, add the ellipsis ______________ to the period already ______________$\overset{\checkmark}{.}$ . . . I have put a check over the periods. Notice the difference in spacing.

○

1. unabridged
2. alphabetical
3. autographed
4. baroque
5. ellipsis

○

1. quotation
2. hero
3. suffix
4. comma
5. denotation

○

1. own
2. lonely
3. nutritious
4. chilly
5. gaseous

○

1. politician
2. cupcake
3. raisin
4. dash
5. moon

○

1. roast
2. confess
3. omit
4. humiliate
5. audit

○

1. sentence
2. treasure
3. militia
4. boudoir
5. grapevine

○

1. consumer
2. omission
3. ballad
4. pillow
5. warrior

○

1. pasture
2. bundle
3. eyebrow
4. sentence
5. valentine

○

1. terrace
2. curb
3. rectangle
4. dynasty
5. mark

○

1. ajar
2. astray
3. there
4. askew
5. underwater

If you have studied the first three ______________ of this book, you have ______________ closely at three kinds of ______________: description, exposition, and narration. ______________ it is time to ______________ four models without analysis, without ______________ comment on who is ______________, what is the main ______________, and what techniques are ______________. You will have a ______________ to discover for yourself how the writer organizes his material and what he emphasizes. You will want to evaluate these pieces critically.

○
1. Glasses
2. Straws
3. Parts
4. Galleons
5. Pills

○
1. looked
2. muffled
3. scuffled
4. tiptoed
5. resided

○
1. slaying
2. slanting
3. yelping
4. writing
5. braiding

○
1. Crisply
2. Above
3. Downstream
4. Tenderly
5. Now

○
1. decompose
2. examine
3. raffle
4. impeach
5. trumpet

○
1. editorial
2. diacritical
3. gothic
4. alphabetical
5. indented

○
1. healing
2. bluffing
3. drawling
4. writing
5. dancing

○
1. torrent
2. subject
3. bushel
4. toboggan
5. monitor

○
1. demonstrated
2. maimed
3. trumpeted
4. impoverished
5. disinherited

○
1. spring
2. banister
3. garrison
4. chance
5. papoose

12 19 01 02 02 **LA 19-13**

Little is known of the language of stone-age ______________ in England. When the Celts ______________ sometime before the ______________ of the Christian ______________, they brought with them the ______________ Indo-European tongue to be ______________ in England. Scholars disagree about the ______________ of this most important ______________ of languages, but this we do ______________: Indo-European languages spread throughout Europe, so that ______________ all the major languages of Europe are of Indo-European origin, except for Finnish, Hungarian, and Basque.

○
1. militia
2. leather
3. geese
4. grass
5. man

○
1. scorched
2. splashed
3. arrived
4. shimmered
5. roasted

○
1. sloshing
2. blubbering
3. giggling
4. gobbling
5. beginning

○
1. spike
2. era
3. radio
4. radius
5. hug

○
1. first
2. crimson
3. electric
4. scaly
5. perpendicular

○
1. somersaulted
2. tramped
3. crumbled
4. spoken
5. frozen

○
1. origin
2. enemy
3. elbow
4. scavenger
5. lace

○
1. kettle
2. cinema
3. valley
4. budget
5. branch

○
1. know
2. whack
3. heep
4. grind
5. tear

○
1. upstairs
2. today
3. ashore
4. hungrily
5. vertically

The reasons for using capital letters and punctuation __________ fall into two categories: (1) for __________ and (2) for style. The __________ in the first category are __________ familiar to you. The __________ in the second category, __________ audience and preferences, are not __________ rules at all. Instead they are __________ principles to be followed when __________ for a particular audience or __________ .

○
1. changes
2. marks
3. flocks
4. eaves
5. nights

○
1. meaning
2. sipping
3. buckling
4. booming
5. stapling

○
1. bodies
2. rules
3. boys
4. girls
5. sinks

○
1. cordially
2. probably
3. jerkily
4. steadily
5. severely

○
1. throats
2. webs
3. rules
4. graves
5. finances

○
1. mimicking
2. displeasing
3. involving
4. bringing
5. dissolving

○
1. stately
2. equally
3. really
4. solidly
5. numbly

○
1. sleepy
2. choice
3. heavenly
4. gusty
5. general

○
1. filing
2. rusting
3. writing
4. tumbling
5. musing

○
1. defendant
2. petition
3. tractor
4. purpose
5. guinea

Words acquire and convey meaning according to the __________ in which they are __________ and used. The __________ of a word __________ such a powerful role in __________ the meaning of the __________ that it sometimes "attaches itself" to the __________ . When this happens, the __________ communicates certain elements of its __________ as well as the __________ of the thing that it represents.

○
1. contexts
2. stutters
3. cupcakes
4. thirds
5. climbs

○
1. yawned
2. learned
3. treated
4. reeled
5. scorched

○
1. context
2. coupe
3. trigger
4. puppet
5. trump

○
1. injures
2. subdues
3. plays
4. plagues
5. bores

○
1. antagonizing
2. evacuating
3. paddling
4. blemishing
5. determining

○
1. first
2. clasp
3. rapture
4. word
5. import

○
1. trace
2. word
3. shovel
4. sight
5. rig

○
1. word
2. region
3. nip
4. morsel
5. path

○
1. direction
2. context
3. vacation
4. instrument
5. siesta

○
1. danger
2. terry
3. swimmer
4. image
5. soprano

A preposition connects a word or __________ of words, called its __________, to some other word in a __________. It also shows the __________ or kind of connection between the __________ and the other word—for __________, whether a ball __________ *over* the net, *under* the __________, or *into* the net. The __________ and its object constitute a __________ *phrase*.

○
1. group
2. lure
3. match
4. channel
5. gill

○
1. currency
2. object
3. apology
4. carpet
5. trumpet

○
1. quotation
2. subhead
3. sentence
4. suffix
5. fantasy

○
1. parchment
2. boulevard
3. scratch
4. relation
5. career

○
1. strap
2. incident
3. dogsled
4. maestro
5. object

○
1. telephone
2. example
3. ball
4. grandma
5. probation

○
1. went
2. zeroed
3. dug
4. strode
5. drank

○
1. bun
2. spot
3. aide
4. hay
5. net

○
1. preposition
2. conjunction
3. publication
4. interrogative
5. apostrophe

○
1. *prepositional*
2. *possessive*
3. *linking*
4. *superlative*
5. *singular*

The classifications already studied—nouns __________, verbs, adjectives, and adverbs—__________ the majority of the __________ in the English language. __________ only these kinds of __________, you could write all the __________ sentences in English. But your __________ would not have much __________ without function words. A __________ *word* is one that __________ the grammatical relationship between one part of a sentence and another.

○
1. diphthongs
2. pronouns
3. fictions
4. grammars
5. accents

○
1. scuffle
2. constitute
3. challenge
4. manufacture
5. continue

○
1. words
2. horns
3. mutts
4. brutes
5. rabbits

○
1. Robbing
2. Budging
3. Riveting
4. Using
5. Kissing

○
1. gangs
2. diagrams
3. hours
4. words
5. bundles

○
1. latter
2. super
3. basic
4. sober
5. marine

○
1. endings
2. sentences
3. suffixes
4. phrases
5. modifiers

○
1. design
2. continuity
3. discord
4. pain
5. variety

○
1. *final*
2. *remarkable*
3. *practical*
4. *function*
5. *gigantic*

○
1. works
2. soaks
3. shows
4. minds
5. welds

The last paragraph of a composition should leave the __________ with an impression of __________, of completion. It should __________ like the end. This __________ paragraph should make the __________ feel that he fully __________ the thesis sentence—that it has __________ been coherently explained and __________ supported. There are no hard-and-fast __________ about how a concluding __________ should be written.

○
1. dialogue
2. reader
3. digest
4. primer
5. emphasis

○
1. mortgage
2. wholeness
3. ammunition
4. sickness
5. transportation

○
1. blur
2. sound
3. thrust
4. launch
5. exclaim

○
1. salty
2. brutal
3. trivial
4. final
5. hairy

○
1. clause
2. reader
3. modifier
4. argument
5. edition

○
1. approves
2. understands
3. disconnects
4. appraises
5. submerges

○
1. now
2. briskly
3. yonder
4. bluntly
5. perhaps

○
1. logically
2. humanely
3. possibly
4. wistfully
5. haphazardly

○
1. squids
2. loans
3. symptoms
4. rules
5. sights

○
1. paragraph
2. emphasis
3. biography
4. introduction
5. predicate

Honesty in writing consists of __________ credit for any distinctive __________, any sentence, or any __________ to its originator. The __________ to pass off as one's __________ work the writing of someone __________ is *plagiarism*. Plagiarism can be a __________ problem. People who plagiarize __________ do so because they __________ that their own ideas are not __________ enough. But even a *little* plagiarism is intellectually dishonest.

○
1. repealing
2. viewing
3. giving
4. robbing
5. toting

○
1. idea
2. index
3. mane
4. union
5. design

○
1. consonant
2. autograph
3. character
4. connective
5. paragraph

○
1. cartridge
2. attempt
3. porcelain
4. appendicitis
5. loudspeaker

○
1. hot
2. royal
3. curly
4. own
5. utter

○
1. idle
2. weary
3. fleet
4. else
5. lumpy

○
1. brief
2. permanent
3. weekly
4. complex
5. desirable

○
1. often
2. backward
3. snugly
4. ashore
5. gently

○
1. fear
2. breeze
3. block
4. caution
5. speak

○
1. good
2. oral
3. direct
4. milky
5. squeaky

Every daily paper has its ______________ reviewers and editors. The motion-picture ______________ relies on these people to ______________ news of films to their ______________ and thereby attract audiences to the ______________. It is a good ______________ to follow the advice of a ______________ whose taste you have ______________ from experience to ______________. However, be sure to ______________ the critic's column, not just the quotes in the movie ads.

○
1. emerald
2. poison
3. rustic
4. vacant
5. movie

○
1. benefactor
2. thermometer
3. pencil
4. bronco
5. industry

○
1. deduct
2. irritate
3. chain
4. bring
5. picket

○
1. pickles
2. readers
3. calicos
4. rocks
5. wagons

○
1. accents
2. claws
3. energies
4. conditions
5. theaters

○
1. hemlock
2. oven
3. siege
4. idea
5. spider

○
1. closet
2. swimmer
3. reviewer
4. parlor
5. barnacle

○
1. paddled
2. borrowed
3. welded
4. writhed
5. learned

○
1. smolder
2. parole
3. cook
4. flirt
5. respect

○
1. combine
2. gallop
3. read
4. bank
5. cement

Most people would agree that a pleasant ______________ quality should be free from ______________ breathiness, hoarseness, and either ______________ little or too much ______________. Actors and professional speakers ______________ as many variations in ______________ quality as the situation ______________. You, yourself, use a ______________ pattern of qualities in ______________ with one of your ______________ friends in your own living room than you use when you are asked to give a speech to a large assembly of students.

○
1. polar
2. clerical
3. electric
4. voice
5. tepid

○
1. municipal
2. vintage
3. culinary
4. dusty
5. undue

○
1. plumb
2. too
3. horizontally
4. recently
5. fondly

○
1. mahogany
2. lather
3. stratosphere
4. nasality
5. nationality

○
1. scuff
2. chalk
3. use
4. ladle
5. fan

○
1. versatile
2. voice
3. stolen
4. evil
5. quick

○
1. demands
2. rumbles
3. gallops
4. crumbles
5. numbers

○
1. homeward
2. belated
3. barefoot
4. gorgeous
5. different

○
1. quaking
2. impeaching
3. talking
4. stomaching
5. quadrupling

○
1. soggy
2. velvety
3. best
4. damp
5. bent

The purpose of this book is to ______________ writing. We learn to ______________ in three ways: (1) by ______________ grammar, sentence structure, ______________, and organization; (2) by ______________ the writing of professional ______________; and (3) by ______________ in our own writing the ______________ we have learned. This ______________ provides you with many ______________ types of good prose to examine and to use as models and suggests many topics for you to write about.

○
1. slide
2. hatch
3. rustle
4. plunk
5. teach

○
1. procure
2. write
3. rove
4. sizzle
5. curry

○
1. studying
2. poisoning
3. imprisoning
4. hiccupping
5. poaching

○
1. clippers
2. gangsters
3. mechanics
4. munitions
5. buttresses

○
1. deporting
2. ventilating
3. starving
4. studying
5. planting

○
1. anchors
2. writers
3. widows
4. acrobats
5. orphans

○
1. rumpling
2. fondling
3. practicing
4. rustling
5. embezzling

○
1. wallops
2. trances
3. settings
4. stakes
5. skills

○
1. shingle
2. spike
3. moor
4. book
5. squad

○
1. frugal
2. grouchy
3. different
4. translucent
5. municipal

When who and whom (whoever and whomever) are ______________ to begin a subordinate ______________, they are part of that ______________. Their case is ______________ by the same ______________ that govern the case of a ______________ pronoun. Although whom is becoming ______________ uncommon in spoken English, the ______________ between who and whom in ______________ clauses is usually observed in ______________. Study the following explanations and refer to them whenever you need help with who and whom in your own writing.

○
1. snapped
2. killed
3. netted
4. used
5. raked

○
1. clause
2. amphibrach
3. bard
4. catharsis
5. gerund

○
1. glossary
2. hexameter
3. lament
4. clause
5. pantomime

○
1. oscillated
2. governed
3. ventilated
4. elongated
5. personified

○
1. rules
2. gangsters
3. dashes
4. boats
5. knots

○
1. personal
2. primeval
3. tepid
4. dauntless
5. ribald

○
1. horizontally
2. increasingly
3. blankly
4. sensually
5. thriftily

○
1. sanitation
2. respiration
3. carburetor
4. playground
5. distinction

○
1. gothic
2. omniscient
3. diacritical
4. subordinate
5. alphabetical

○
1. plugging
2. bulging
3. circling
4. beading
5. writing

An especially effective way of getting ______________ across is through an ______________--a brief reference to a ______________, place, thing, or event that is ______________ to most people. For ______________, suppose that in a ______________ article a writer (who either ______________ incontestable evidence or enjoyed ______________ suits) alluded to a ______________ employee, a Mr. Roe, as "a Benedict Arnold." Because almost everyone ______________ who Benedict Arnold was and why he is so well remembered, the writer's intended meaning would be immediately clear to readers.

○
1. drooping
2. banking
3. meaning
4. blurting
5. rigging

○
1. agreement
2. enunciation
3. onomatopoeia
4. expletive
5. allusion

○
1. carnation
2. dogsled
3. gardenia
4. thermometer
5. person

○
1. adulterated
2. incandescent
3. navigable
4. familiar
5. thatched

○
1. fidelity
2. dimension
3. example
4. intersection
5. prophecy

○
1. miniature
2. wooden
3. circular
4. magazine
5. permanent

○
1. chilled
2. merited
3. had
4. rowed
5. dyed

○
1. libel
2. rickety
3. runty
4. rotten
5. alert

○
1. pitiful
2. modern
3. consecutive
4. government
5. barefoot

○
1. pleads
2. knows
3. roars
4. meddles
5. bawls

Much literary criticism deals with ______________, or at least with ______________ generally recognized. Even when it ______________ out shortcomings, it ______________ to do so respectfully. But a ______________ unknown and living author does not ______________ get courteous treatment. Study the ______________ modern poem and the ______________ critical reactions that were ______________ with it. Can you ______________ the critics' reactions? Do you share them? Do you think they are too harsh?

○
1. gazetteers
2. agreements
3. classics
4. chapters
5. vowels

○
1. brackets
2. footnotes
3. possessives
4. authors
5. postcards

○
1. scampers
2. points
3. traverses
4. farms
5. screws

○
1. tends
2. shoves
3. bustles
4. swerves
5. registers

○
1. relatively
2. shortly
3. violently
4. morbidly
5. fragrantly

○
1. damply
2. steeply
3. perilously
4. neatly
5. always

○
1. galloping
2. flirting
3. rotating
4. wilting
5. following

○
1. crimson
2. nocturnal
3. two
4. amber
5. toasty

○
1. alerted
2. flirted
3. pollinated
4. cooked
5. published

○
1. raffle
2. explain
3. scrub
4. imbue
5. pasteurize

09-21-01-02-04 LA 21-1

The term *inflection* means a change in the __________ of a word to __________ how it functions in a __________ . With the exception of __________, structure words do not __________ their form. Form class __________—nouns, verbs, adjectives, and __________— and pronouns usually are __________ . The change of __________ may be internal, like the __________ from *break* to *broke*, but usually it is the addition of a sound or syllable.

○
1. gild
2. sack
3. star
4. score
5. form

○
1. disable
2. support
3. show
4. distress
5. cherish

○
1. lullaby
2. comma
3. sentence
4. magazine
5. euphemism

○
1. narratives
2. vowels
3. pronouns
4. titles
5. fragments

○
1. plan
2. wreck
3. disapprove
4. change
5. bracket

○
1. dates
2. words
3. snoozes
4. aces
5. roots

○
1. hyphens
2. sentences
3. encyclopedias
4. adverbs
5. fantasies

○
1. cramped
2. floored
3. inflected
4. censored
5. reigned

○
1. form
2. sign
3. acorn
4. jade
5. path

○
1. change
2. salary
3. profit
4. smock
5. granite

Lexical meaning is the general __________ assigned to a word when it is __________ out of sentence context, as in a __________ . For example, a dictionary may __________ out that the word __________ has a number of __________ meanings, such as "cord, __________, wire, or string; a __________ or wires connecting stations in a __________ or telegraph system; a __________ system," and so on.

○

1. meaning
2. ladling
3. disfiguring
4. perching
5. digging

○

1. educated
2. justified
3. agitated
4. tolerated
5. considered

○

1. preposition
2. dictionary
3. biography
4. conversation
5. sentence

○

1. stray
2. dash
3. peel
4. point
5. sprout

○

1. *line*
2. *jade*
3. *nudge*
4. *tread*
5. *owl*

○

1. different
2. experimental
3. chewy
4. fleshy
5. cautious

○

1. hunch
2. ant
3. sound
4. rope
5. plea

○

1. wire
2. charm
3. smock
4. knot
5. tongue

○

1. secret
2. telephone
3. green
4. luminous
5. barefoot

○

1. foamy
2. transportation
3. breathless
4. cheeky
5. corrugated

For the sake of convenience we can __________ that there are three __________ of English that educated __________ ought to be __________ with. The most widely __________ of these we may __________ *general English*, by which we __________ that large mass of English __________, expressions and grammatical constructions that is __________ spoken and written by __________ people in most of their dealings with others.

○
1. howl
2. say
3. zip
4. row
5. skip

○
1. varieties
2. handicaps
3. fuselages
4. laborers
5. officers

○
1. mice
2. elks
3. people
4. votes
5. chirps

○
1. square
2. prehistoric
3. obscure
4. familiar
5. superior

○
1. sullen
2. incapable
3. sentimental
4. hoarse
5. useful

○
1. gallop
2. call
3. rattle
4. cure
5. stain

○
1. peep
2. apply
3. fondle
4. mean
5. shake

○
1. words
2. fuses
3. briers
4. welts
5. scowls

○
1. securely
2. elaborately
3. concisely
4. regularly
5. merrily

○
1. remarkable
2. educated
3. horizontal
4. successful
5. chilly

11 21 01 02 01 LA 21-4

List in order on your paper the _______________ clauses in the following _______________. Before each clause, place the _______________ of the sentence in which it _______________. After each clause, tell what _______________ it is--adjective or _______________. Be prepared to tell what _______________ each adjective clause _______________ and how each noun _______________ is used in the _______________--as a subject, an object of a verb or of a preposition, or a predicate nominative.

○
1. autographed
2. subordinate
3. alphabetical
4. baroque
5. unaccented

○
1. sentences
2. vegetables
3. entrances
4. institutions
5. circuits

○
1. torpedo
2. spear
3. number
4. village
5. college

○
1. appears
2. swings
3. stabs
4. swoons
5. alerts

○
1. slime
2. kind
3. tray
4. palace
5. stone

○
1. couplet
2. noun
3. sonnet
4. drama
5. idyl

○
1. mist
2. anchor
3. word
4. fish
5. respiration

○
1. stabs
2. modifies
3. curdles
4. snarls
5. growls

○
1. clause
2. consonant
3. autobiography
4. essay
5. accent

○
1. beetle
2. sediment
3. sentence
4. hypothesis
5. intuition

The two preceding paragraphs are not to ______________ that you must personally ______________ every statement-of-fact you ______________. This would not only be ______________ but unnecessary. Most ______________ can be trusted to ______________ information that checks with the ______________. Writers who deliberately-- or ______________-- present inaccurate information are ______________, and their inaccuracies do not ______________ unnoticed for long. Whether to accept without question the statements-of-fact which you hear is another matter.

○
1. suggest
2. marvel
3. gasp
4. gossip
5. seethe

○
1. plow
2. gurgle
3. rivet
4. check
5. pollute

○
1. sip
2. quell
3. tinker
4. bowl
5. read

○
1. kinetic
2. mystical
3. impossible
4. barefoot
5. tropical

○
1. writers
2. claws
3. tents
4. ruts
5. pickles

○
1. gore
2. fondle
3. parole
4. give
5. persecute

○
1. facts
2. flakes
3. steeds
4. baskets
5. rudders

○
1. orally
2. horizontally
3. damply
4. carelessly
5. centrally

○
1. sullen
2. numb
3. cute
4. raw
5. few

○
1. stack
2. war
3. milk
4. go
5. vow

When we ask how good writers developed their ______________, we find almost always that they ______________ it in close contact with the ______________ of other writers. They ______________--at first much that was ______________, bad, or indifferent, but ______________ working their way to what they ______________ truly worthwhile. They imitated--______________, like Ben Franklin, by ______________ a model point for ______________, but more often by merely aping the manner (and ideas) of writers they admired.

○

1. talent
2. ruby
3. dime
4. veil
5. oven

○

1. imbued
2. notified
3. crumbled
4. ensconced
5. developed

○

1. giant
2. work
3. subway
4. wire
5. rubber

○

1. branched
2. irked
3. beached
4. read
5. populated

○

1. emerald
2. tidy
3. natal
4. toasty
5. good

○

1. gradually
2. highly
3. financially
4. underwater
5. fragrantly

○

1. found
2. jolted
3. demolished
4. waded
5. evoked

○

1. musically
2. sometimes
3. ajar
4. forth
5. ahead

○

1. swinging
2. accumulating
3. adjourning
4. tooting
5. following

○

1. analogy
2. lace
3. point
4. mail
5. laughter

"Every" and its compounds "everybody" and "everyone" are the __________ of many errors. In __________ they are singular, but in __________ they are often plural. Like the __________ nouns "crowd," "team," and "__________," they often suggest a __________ of people rather than one __________ . In informal usage, therefore, when the __________ is plural, you will __________ use plural pronouns to __________ to them.

○
1. wind
2. virtue
3. alert
4. troop
5. cause

○
1. form
2. jam
3. rice
4. coal
5. food

○
1. trapping
2. meaning
3. attending
4. welcoming
5. sitting

○
1. aggressive
2. gleeful
3. feudal
4. collective
5. enviable

○
1. lighthouse
2. proprietor
3. committee
4. prescription
5. hammer

○
1. keeper
2. number
3. frog
4. slit
5. burrow

○
1. season
2. treat
3. rate
4. lagoon
5. person

○
1. glimmering
2. meaning
3. typing
4. knitting
5. publishing

○
1. modestly
2. practically
3. probably
4. savagely
5. roughly

○
1. motor
2. curtsy
3. refer
4. entrust
5. phone

Plagiarism occurs when someone willfully copies what someone __________ has written and then __________ that it is his own. A __________ might, through carelessness or __________, paraphrase or summarize the __________ of another writer and __________ them without giving him __________ credit. When this __________, it is not because the __________ is dishonest, but because he doesn't __________ how to *document*—give credit for—the ideas.

○
1. tame
2. else
3. prim
4. afloat
5. arid

○
1. singes
2. enlists
3. pretends
4. greets
5. enacts

○
1. raffle
2. mason
3. judge
4. mutiny
5. student

○
1. instinct
2. laughter
3. ignorance
4. admiration
5. contraction

○
1. pains
2. turfs
3. rifts
4. ideas
5. candies

○
1. use
2. obey
3. bewilder
4. flip
5. fear

○
1. forward
2. proper
3. foamy
4. early
5. feathery

○
1. skips
2. glides
3. concedes
4. happens
5. plunks

○
1. shout
2. hilltop
3. student
4. remedy
5. beloved

○
1. understand
2. discover
3. bombard
4. quadruple
5. forgive

Unlike a report, a research paper ought to __________ a *new* idea about a __________ subject. In coming up with this __________, the writer begins by *re-searching* his __________; that is, he *searches* __________ through information that has __________ been explored and commented upon by others. His __________ here is a combination of __________ things: seeking information, challenging the __________ of other writers, and coming up with his __________ opinion.

○
1. **heave**
2. **develop**
3. **imagine**
4. **replace**
5. **educate**

○
1. **beaten**
2. **dreamt**
3. **perforated**
4. **given**
5. **rusted**

○
1. **witness**
2. **arsenal**
3. **use**
4. **cover**
5. **idea**

○
1. **haiku**
2. **verb**
3. **topic**
4. **clause**
5. **ballad**

○
1. *aboard*
2. *again*
3. *daintily*
4. *superbly*
5. *crazily*

○
1. **merrily**
2. **nearly**
3. **vaguely**
4. **already**
5. **daintily**

○
1. **granite**
2. **symbol**
3. **purpose**
4. **vineyard**
5. **platoon**

○
1. **gigantic**
2. **imaginary**
3. **several**
4. **pacific**
5. **hungry**

○
1. **abodes**
2. **retreats**
3. **opinions**
4. **specks**
5. **scandals**

○
1. **cozy**
2. **own**
3. **crude**
4. **bad**
5. **slim**

The propensity of Americans to join is not ______________. It goes back to the ______________ reading clubs and other ______________ groups which spread on the ______________ frontier, and which were the ______________ of parent-teacher associations and the ______________ and forum groups of ______________. The jungle of voluntary ______________ was already dense enough for De Tocqueville to ______________ that "in no country in the ______________ has the principle of association been more unsparingly applied to a multitude of different objects than in America."

○
1. stiff
2. new
3. raw
4. tattered
5. fragrant

○
1. avenues'
2. indexes'
3. serpents'
4. ladies'
5. fountains'

○
1. tropical
2. soggy
3. cultural
4. porous
5. amber

○
1. moving
2. talking
3. looking
4. foaming
5. mixing

○
1. lumberjacks
2. burglars
3. forerunners
4. astronomers
5. credentials

○
1. civic
2. bilingual
3. atomic
4. indigo
5. lavender

○
1. today
2. cinnamon
3. gum
4. water
5. thunder

○
1. projectors
2. warehouses
3. bishops
4. associations
5. freckles

○
1. pasteurize
2. defrost
3. note
4. wade
5. diaper

○
1. fountain
2. belfry
3. diet
4. world
5. armory

All of the verb problems you ______________ in the preceding exercises were ______________ by the correct choice of a ______________ form. The meanings of the ______________ were obvious. Verb problems ______________, however, in which ______________ about both form and ______________ must be answered. Such ______________ come up with verbs that are ______________ in sound but ______________ in their meanings and principal parts. These verbs present special problems because you must, first, choose the correct verb and, then, the proper verb form.

○
1. polluted
2. demoralized
3. protected
4. personified
5. studied

○
1. solved
2. crocheted
3. invited
4. stupefied
5. folded

○
1. reflexive
2. feature
3. dramatic
4. declarative
5. verb

○
1. linguistics
2. origins
3. verbs
4. envelopes
5. lullabies

○
1. arise
2. throttle
3. catapult
4. loot
5. inoculate

○
1. errands
2. pagans
3. floods
4. limousines
5. questions

○
1. ebbing
2. detesting
3. meaning
4. poking
5. slicing

○
1. refrigerators
2. problems
3. burglars
4. spiders
5. surpluses

○
1. similar
2. frantic
3. brisk
4. parochial
5. fickle

○
1. edible
2. toasty
3. numb
4. different
5. emerald

Dick has noticed that typewritten ______________ have a more businesslike ______________ and are far ______________ to read than handwritten ______________. So even though there is no ______________ rule that the research ______________ must be typed and though he has ______________ very little experience using a ______________, he decides to type his ______________ copy. His "hunt-and-peck" technique is ______________ consuming, but pride of workmanship keeps him going until the paper is completed.

○
1. lunches
2. stones
3. scholars
4. roosters
5. papers

○
1. appearance
2. mountainside
3. superstition
4. reindeer
5. mosquito

○
1. sicker
2. easier
3. angrier
4. cuter
5. noisier

○
1. antagonists
2. fops
3. muses
4. solos
5. manuscripts

○
1. nocturnal
2. underground
3. stout
4. class
5. warm

○
1. cottages
2. silks
3. geese
4. papers
5. pumps

○
1. banded
2. cried
3. had
4. let
5. poked

○
1. typewriter
2. fountain
3. mosquito
4. landscape
5. cupcake

○
1. nasal
2. numb
3. frozen
4. final
5. fruity

○
1. plaque
2. ounce
3. lunch
4. pickle
5. time

11 22 01 02 01 LA 22-7

Clauses are not merely sidewalks of the ______________ of the sentence, as are ______________. They themselves are the ______________ streets. Some clauses are ______________ avenues; they can stand ______________. These clauses are called ______________ clauses. Other clauses are ______________ streets leading into main ______________; they carry complete thoughts with the ______________ of the independent clause. ______________ which cannot stand alone and express complete thoughts are called dependent clauses.

○
1. chimpanzee
2. bamboo
3. cupcake
4. lemonade
5. avenue

○
1. brackets
2. ellipses
3. semantics
4. phrases
5. rebuses

○
1. sick
2. veterinary
3. separate
4. prepaid
5. culinary

○
1. main
2. pitiful
3. numb
4. alert
5. purple

○
1. zigzag
2. barefoot
3. nightly
4. underwater
5. alone

○
1. alphabetical
2. baroque
3. diacritical
4. gothic
5. independent

○
1. fastidious
2. crimson
3. stolen
4. side
5. bald

○
1. pledges
2. avenues
3. checks
4. hovels
5. landscapes

○
1. foolishness
2. silhouette
3. aid
4. cow
5. tongue

○
1. Commas
2. Epigrams
3. Farces
4. Footnotes
5. Clauses

What we call "taste" is actually a _____________ of two other kinds of _____________ impressions with the four _____________ sensations that the taste _____________ in our tongues can _____________--sweet, sour, bitter, and _____________. Flavor depends on the _____________ of smell, as anyone can _____________ who has tried the _____________ of clamping his _____________ and trying to distinguish between the taste of a raw apple and a raw potato.

○
1. dinosaur
2. blend
3. piston
4. party
5. nudge

○
1. tattered
2. fruity
3. squalid
4. sensory
5. latched

○
1. definite
2. yonder
3. cruel
4. barren
5. plaid

○
1. buds
2. evils
3. pans
4. foils
5. kilns

○
1. persecute
2. traverse
3. identify
4. mourn
5. hoodwink

○
1. mud
2. foil
3. mail
4. salt
5. fur

○
1. applause
2. sense
3. prose
4. iron
5. burglar

○
1. enchant
2. testify
3. hatch
4. swerve
5. stupefy

○
1. ox
2. grave
3. condiment
4. experiment
5. habitat

○
1. meteorites
2. nostrils
3. stupors
4. comrades
5. lawns

You have now seen many of the ______________ of writing--the ailing ______________ that weakens the whole ______________, the of-and-which disease, the ______________ rash of wordiness. But many of your ______________ may still suffer from ______________ more deeply genetic. You can ______________ tell when a sentence feels ______________, especially after your ______________ has marked it up. You can, in ______________ words, detect the symptoms, but to work an efficient cure you need also some skill in the old household remedies of grammar.

○
1. pills
2. tapes
3. waters
4. mitts
5. ills

○
1. footnote
2. imagism
3. thesis
4. bracket
5. quorum

○
1. bronco
2. pickle
3. mouthful
4. system
5. handicap

○
1. swinging
2. pampering
3. cementing
4. looting
5. recurring

○
1. dusks
2. ounces
3. sentences
4. minutes
5. putters

○
1. offices
2. bracelets
3. cameras
4. ailments
5. plaques

○
1. horizontally
2. darkly
3. enormously
4. probably
5. damply

○
1. ginger
2. dental
3. bad
4. icy
5. veterinary

○
1. nugget
2. instructor
3. lumberjack
4. homestead
5. silhouette

○
1. biennial
2. crimson
3. other
4. brown
5. indigo

When you travel in a foreign ______________ and cannot understand the ______________, you rely upon an ______________ to translate accurately the ______________ spoken by the person ______________ you. If the interpreter ______________ or adds words, or ______________ any of the words ______________, the translation will be ______________ and the meaning ______________. The first responsibility of an interpreter, therefore, is to read accurately.

○
1. recipe
2. country
3. witness
4. missionary
5. cataract

○
1. language
2. naught
3. igloo
4. carnation
5. pencil

○
1. income
2. option
3. opportunity
4. extortion
5. interpreter

○
1. buggies
2. globes
3. words
4. batons
5. clefts

○
1. gardening
2. addressing
3. parking
4. repealing
5. deriving

○
1. stiffens
2. demoralizes
3. opens
4. omits
5. heaps

○
1. granulates
2. misunderstands
3. interviews
4. transpires
5. twitches

○
1. spoken
2. swung
3. grown
4. drunk
5. ground

○
1. culinary
2. barefoot
3. inaccurate
4. penitent
5. miscellaneous

○
1. looted
2. invited
3. banged
4. deported
5. distorted

The aim of this book, and of all English ______________, is to develop your ______________ to use standard English with ______________. The chapters on usage will ______________ your understanding of the ______________ of standard English--the ______________ of educated people. But ______________ English is not one ______________ of words or ______________ or even pronunciations; it can be ______________ down even further into two main divisions: formal and informal.

○
1. bumping
2. teaching
3. draining
4. cementing
5. straining

○
1. trophy
2. sequence
3. ability
4. concord
5. grandpa

○
1. milk
2. fringe
3. gravy
4. cement
5. ease

○
1. increase
2. congeal
3. rejoice
4. smile
5. concoct

○
1. heirlooms
2. conventions
3. landlords
4. pirates
5. valentines

○
1. fluff
2. trailer
3. language
4. stranger
5. linoleum

○
1. standard
2. habitable
3. potential
4. thankful
5. predatory

○
1. charm
2. bump
3. set
4. lane
5. ash

○
1. shelters
2. vegetables
3. clots
4. delicatessens
5. expressions

○
1. broken
2. submerged
3. demolished
4. screwed
5. frozen

The best writing results from careful ______________ and rewriting. Composition is a ______________ process, as you have ______________, and the first draft is ______________ a rather rough expression of the ______________ that occurred to you as you ______________ to follow your ______________. However, after a careful ______________ of the draft, you are ______________ to revise and rewrite the ______________ so that your final product will be satisfactory to you and acceptable to your reader.

○
1. autobiography
2. juncture
3. euphemism
4. motion
5. revision

○
1. complex
2. succulent
3. rustic
4. future
5. pungent

○
1. discovered
2. smouldered
3. photographed
4. surprised
5. persecuted

○
1. snugly
2. coldly
3. often
4. nightly
5. loudly

○
1. lambs
2. ideas
3. waters
4. subways
5. audits

○
1. shuddered
2. bolted
3. attempted
4. rejoiced
5. chuckled

○
1. outline
2. epigram
3. gesture
4. catharsis
5. ellipsis

○
1. telegram
2. orator
3. rodent
4. link
5. study

○
1. surprised
2. ready
3. cemented
4. stunned
5. runty

○
1. material
2. belief
3. prop
4. nugget
5. serpent

Your autobiography should be, needless to say, the best ______________ you have done thus ______________. To it you will ______________ more time and ______________ than to any other ______________. Not only should the ______________ reflect your deeper thoughts and ______________, and some of the ______________ changes in your ______________; it should also reflect all the ______________ you have made in improving your style, in constructing well-rounded paragraphs, and in eliminating your habitual mechanical errors.

○
1. wielding
2. burying
3. writing
4. cooking
5. slicing

○
1. secretly
2. duly
3. awry
4. far
5. ajar

○
1. growl
2. stab
3. infect
4. wade
5. give

○
1. rudder
2. onion
3. thought
4. skunk
5. sponsor

○
1. theme
2. verse
3. farce
4. comma
5. lyric

○
1. leopard
2. material
3. engineer
4. torrent
5. militia

○
1. foamings
2. trampings
3. feelings
4. swellings
5. killings

○
1. underground
2. geological
3. contemptuous
4. amphibious
5. fundamental

○
1. boom
2. wire
3. steed
4. life
5. scrap

○
1. burglar
2. progress
3. calico
4. venom
5. screech

Propaganda is the expression of ideas, opinions, ______________, or allegations with the ______________ intent of helping or ______________ a person, group, or ______________. Propaganda can be good or ______________, depending on its purpose. If ______________ to prevent fires or ______________ highway safety, propaganda is ______________ good. It employed to ______________ poor health habits or ______________ race hatred, it is clearly bad. Regardless of whether the intention is good or bad, propaganda always attempts to get us to make decisions or take actions without using reason.

○ 1. suffixes
2. brackets
3. arguments
4. enjambments
5. footnotes

○ 1. robust
2. prepaid
3. nautical
4. deliberate
5. comfortable

○ 1. hurting
2. deducting
3. repealing
4. defrosting
5. littering

○ 1. noose
2. aperture
3. zebra
4. cause
5. haven

○ 1. bad
2. alone
3. fleet
4. stout
5. purple

○ 1. expelled
2. lessened
3. irked
4. used
5. pampered

○ 1. embarrass
2. improve
3. traverse
4. stagger
5. raffle

○ 1. absently
2. shortly
3. clearly
4. loyally
5. busily

○ 1. twitch
2. clatter
3. squirt
4. granulate
5. encourage

○ 1. cram
2. excite
3. ripple
4. grind
5. swarm

11 23 91 02 05 LA 23-5

A school or college catalog will ______________ the courses which you may ______________, the members of the ______________, the tuition cost, and the ______________ requirements. It will ______________ you about the extra-curricular ______________, which will include such ______________ as academic and social ______________, intramural and intercollegiate sports, ______________ and music societies. In the ______________ you will find many other questions answered, too.

○
1. burn
2. paddle
3. list
4. rotate
5. mire

○
1. harm
2. surrender
3. pressure
4. intrude
5. take

○
1. legend
2. faculty
3. year
4. geese
5. allotment

○
1. crimson
2. eastern
3. carnivorous
4. entrance
5. mistaken

○
1. tell
2. skim
3. swing
4. park
5. cull

○
1. cottage
2. program
3. telegram
4. serpent
5. fountain

○
1. villagers
2. mouthfuls
3. souvenirs
4. things
5. cramps

○
1. clubs
2. coats
3. mounds
4. scores
5. ghosts

○
1. baroque
2. pyrrhic
3. drama
4. parenthetic
5. sibilant

○
1. lodging
2. quiver
3. formation
4. catalog
5. pinnacle

11 23 01 02 05 LA 23-6

An acknowledgement should be as ______________ and to the point as the ______________ to which it replies, and as ______________ or informal. A formal ______________ invitation, for instance, is ______________ written in the third ______________, and your acceptance should ______________ suit. The abbreviation R.S.V.P. at the ______________ left of such an ______________, stands for a French ______________ meaning "Please reply (in writing)." A telephone number in place of these letters permits you to acknowledge the invitation by telephone.

○
1. slovenly
2. purposeful
3. amber
4. fragrant
5. indisposed

○
1. heirloom
2. respiration
3. invitation
4. drawer
5. palm

○
1. formal
2. abject
3. fickle
4. barefoot
5. zealous

○
1. decaying
2. snarling
3. wedding
4. molding
5. sagging

○
1. ethically
2. fragrantly
3. cheaply
4. violently
5. traditionally

○
1. person
2. barnacle
3. sanity
4. bounce
5. turmoil

○
1. fondle
2. follow
3. idolize
4. vulcanize
5. confess

○
1. lewder
2. slyer
3. lower
4. warmer
5. kinder

○
1. invitation
2. inlet
3. engineer
4. integrity
5. affection

○
1. fantasy
2. simile
3. comma
4. phrase
5. critic

About 7 percent of our ______________ is made up of what ______________ call function words. Function ______________ include those words in our ______________ that have little meaning except in ______________. They are the words that are ______________ because of what they ______________ for the language in ______________ as connectives, substitute words, ______________ of function, intensifiers, and ______________ of transition.

○
1. lexicon
2. metonomy
3. pentameter
4. comma
5. frontispiece

○
1. abbreviations
2. copyrights
3. grammarians
4. homographs
5. denouements

○
1. mitts
2. words
3. kilns
4. tires
5. straws

○
1. midstream
2. pillow
3. raisin
4. cockroach
5. language

○
1. context
2. preview
3. salutation
4. tableau
5. boldface

○
1. streaky
2. vivacious
3. fleshy
4. important
5. nervous

○
1. flicker
2. reach
3. do
4. phone
5. cram

○
1. interjection
2. origin
3. communication
4. conjugation
5. pantomime

○
1. peasants
2. signals
3. gangsters
4. sopranos
5. janitors

○
1. diplomats
2. elements
3. massages
4. bushels
5. tumults

12 23 01 02 04 LA 23-8

Of all forms of conversation, person-to-person is the most _____________ used. You will _____________ that such conversations can be among the most _____________ and stimulating activities of your _____________ life and can provide you with _____________ opportunities for developing friendships and _____________ your popularity within your _____________. Such conversations can also _____________ your area of _____________ through an interchange of _____________ and interests.

○
1. frequently
2. abjectly
3. thirstily
4. previously
5. densely

○
1. purr
2. register
3. eat
4. find
5. glare

○
1. nicknaming
2. bulging
3. pleasing
4. embezzling
5. handling

○
1. barefoot
2. daily
3. tractable
4. stiff
5. crusty

○
1. hoofed
2. lavender
3. polar
4. acrid
5. many

○
1. increasing
2. scampering
3. pollinating
4. stacking
5. twitching

○
1. group
2. flannel
3. rock
4. wheel
5. gutter

○
1. poll
2. grind
3. enlarge
4. slant
5. accumulate

○
1. infection
2. asphyxiation
3. knowledge
4. camouflage
5. fatigue

○
1. views
2. toys
3. shrouds
4. feuds
5. thieves

12 23 01 02 01 LA 23-9

In simplified model sentences, the verb is the ______________ of the two basic ______________ parts. It is the ______________ of the predicate; it is the ______________ of the sentence that ______________ "makes a statement." In all of the ______________ sentences, the predicate slot is ______________ by a verb standing ______________, or by a verb ______________ with auxiliaries and then ______________ as the headword of a short verb cluster or "verb phrase."

○
1. foamier
2. hoarser
3. second
4. thicker
5. soggier

○
1. nocturnal
2. sentence
3. nasal
4. sticky
5. mystical

○
1. spider
2. core
3. ruby
4. morgue
5. pill

○
1. hose
2. stack
3. sugar
4. part
5. hoist

○
1. snugly
2. thirstily
3. actually
4. mathematically
5. hungrily

○
1. galloping
2. fondling
3. buzzing
4. carousing
5. following

○
1. strapped
2. pampered
3. lathered
4. filled
5. banked

○
1. inland
2. soberly
3. barefoot
4. alone
5. slowly

○
1. prosecuting
2. wilting
3. flirting
4. walloping
5. combining

○
1. serving
2. crying
3. poking
4. blurting
5. roaming

11 24 01 02 03 LA 24-1

The Alger books, which were popular 50 years ago, ______________ one form of the ______________ (or idealizations of ______________) to which people instinctively ______________. Choose some form of ______________ with which you are ______________: for example, clothing, cosmetics, ______________, westerns, cat-and-mouse cartoons, and ______________ stories, or such ______________ as "prosperity," "happiness," and "______________." Write an essay in which you describe the illusion and its special appeal; then present your reactions to it.

○
1. represent
2. shuffle
3. embalm
4. ripple
5. jail

○
1. freckles
2. putters
3. illusions
4. pyramids
5. countenances

○
1. process
2. wood
3. sausage
4. life
5. sleet

○
1. purr
2. buzz
3. scream
4. scuffle
5. turn

○
1. undergrowth
2. antiseptic
3. prevention
4. illusion
5. humidity

○
1. familiar
2. bogus
3. spiritual
4. slovenly
5. porous

○
1. gorillas
2. zoos
3. manners
4. cartridges
5. knuckles

○
1. detective
2. plastic
3. indigo
4. elliptical
5. mahogany

○
1. biscuits
2. oceans
3. noses
4. gnats
5. ideas

○
1. precaution
2. accuracy
3. evidence
4. hamburger
5. progress

Having considered both your purpose and your ______________, you must next give ______________ to your attitude toward your ______________. Whether it has been ______________ or assigned, your attitude toward it will ______________ determine what you say and how you ______________ it. If you formulate that ______________ in a single direct ______________, this statement will be the ______________ of your theme; that is, it will be the ______________ predominant idea around which you build the theme--whether or not such a statement ever appears verbatim in the final paper.

○
1. grandma
2. audience
3. mosquito
4. guppy
5. cauldron

○
1. attraction
2. office
3. detention
4. thought
5. conference

○
1. topic
2. antonym
3. interjection
4. envelope
5. existentialism

○
1. farmed
2. chosen
3. mourned
4. laden
5. sung

○
1. imperially
2. loyally
3. communally
4. horizontally
5. largely

○
1. pet
2. split
3. gore
4. say
5. heave

○
1. sultan
2. gauge
3. rostrum
4. attitude
5. battle

○
1. statement
2. flange
3. impediment
4. anxiety
5. precipitation

○
1. amphibrach
2. expletive
3. thesis
4. cadence
5. gobbledygook

○
1. penitent
2. cumbersome
3. frigid
4. single
5. gaseous

The work of those who enter _______________ will extend far beyond _______________ in English. While your _______________ composition courses may rely on _______________ as the primary grade-producing _______________, other courses, too, will _______________ writing skill. The higher you _______________ in advancing your education the more will your _______________ be judged by the _______________ examination or by a _______________ representing your best efforts in conveying your knowledge in writing.

○
1. scripture
2. humility
3. routine
4. college
5. tomorrow

○
1. barnyards
2. perimeters
3. courses
4. ancestors
5. sleeves

○
1. college
2. porous
3. ebony
4. culinary
5. frozen

○
1. italics
2. themes
3. origins
4. diphthongs
5. hyphens

○
1. activity
2. battle
3. heap
4. blotter
5. mosaic

○
1. kidnap
2. transport
3. braid
4. demand
5. protect

○
1. nod
2. grow
3. relish
4. go
5. fall

○
1. ratio
2. work
3. dingo
4. basket
5. scowl

○
1. adverbial
2. essay
3. iambic
4. gothic
5. elegiac

○
1. beast
2. suburb
3. knuckle
4. spring
5. paper

Phoneme describes one of the ______________ units of significant sound. The /b/ ______________ in bin and the /p/ ______________ in pin are simple ______________. Phonemes are represented in ______________ by graphemes, or ______________. A compound phoneme is a ______________ in which two simple ______________ are blended so completely that they are ______________ one sound. The ______________/ɔy/, which is a combination of /ɔ/ + /y/, is a compound phoneme.

○
1. smallest
2. warmest
3. fruitiest
4. cutest
5. palest

○
1. pillar
2. cowboy
3. sound
4. stand
5. cult

○
1. range
2. dog
3. banner
4. sound
5. expert

○
1. trochees
2. semicolons
3. octaves
4. muses
5. phonemes

○
1. insisting
2. evoking
3. killing
4. hatching
5. writing

○
1. glaciers
2. potions
3. alcoves
4. gadgets
5. letters

○
1. dialogue
2. couplet
3. farce
4. journal
5. phoneme

○
1. phonemes
2. lyrics
3. parodies
4. quartos
5. memoirs

○
1. shaken
2. considered
3. twisted
4. asked
5. nicknamed

○
1. treatise
2. rebuttal
3. diphthong
4. parody
5. mockery

A topic for discussion should be a ______________ of policy rather than ______________. "Have we a ______________ of atomic bombs?" is a ______________ of fact and hence not ______________. The only appropriate ______________ is a direct, factual ______________. "Should we use atomic ______________ in the event of ______________?" is a question of ______________ which should stir discussion.

○
1. bristle
2. question
3. locality
4. mooring
5. steeple

○
1. plywood
2. starch
3. heat
4. saliva
5. fact

○
1. supply
2. walnut
3. flame
4. slum
5. coast

○
1. question
2. sunset
3. settler
4. debutante
5. brick

○
1. bluffable
2. devourable
3. discussible
4. roastable
5. plowable

○
1. scent
2. needle
3. igloo
4. nail
5. reply

○
1. permit
2. squad
3. answer
4. barrier
5. pencil

○
1. bombs
2. fingers
3. roaches
4. pricks
5. fossils

○
1. war
2. slander
3. sickness
4. hail
5. passion

○
1. gloss
2. salvage
3. soul
4. skunk
5. policy

SPPED

FORM
85
LA

TEST DEVELOPMENT NOTEBOOK

Answer Key for Multiple-Choice Cloze Exercises

TEXTUAL DOMAIN

Language Arts

Revised 1977

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Divisions of Research and Evaluation
Albany, New York 12234
1976

TM 830 059

SPPED: System for Pupil and Program Evaluation and Development

TEST DEVELOPMENT NOTEBOOK

Answer Key for

Multiple-Choice Cloze Exercises

TEXTUAL DOMAIN

LANGUAGE ARTS

For use with SPPED Form 81, Test Development Notebook Multiple-Choice Cloze Exercises, Revised 1977.

The University Of The State Of New York
THE STATE EDUCATION DEPARTMENT
Divisions of Research and Evaluation
Albany, New York 12234
November 1977

TDN: Multiple-Choice Cloze--Answer Key

TEXTUAL DOMAIN: Language Arts (LA)

Position of answer corresponds with position of item on exercise page.

Difficulty Level 3	LA 3-1					
	1 1					
	2 3					
	3 1					
	1 2					
	1 2					
Difficulty Level 4	LA 4-1	LA 4-2				
	1 4	3 1				
	1 4	2 1				
	4 4	2 4				
	4 3	2 3				
	3 3	2 4				
Difficulty Level 5	LA 5-1	LA 5-2	LA 5-3	LA 5-4	LA 5-5	LA 5-6
	1 2	3 2	1 2	1 4	1 1	2 1
	3 1	4 1	2 2	4 4	2 3	4 1
	2 3	4 4	2 1	3 1	1 4	4 3
	1 4	3 2	2 2	2 4	3 2	3 1
	1 4	1 4	1 4	3 2	4 3	1 3
	LA 5-7	LA 5-8	LA 5-9	LA 5-10		
	2 3	2 5	4 1	5 1		
	2 4	4 1	1 3	5 5		
	1 2	5 4	1 5	2 1		
	1 4	3 1	5 4	3 5		
	1 1	1 4	1 2	4 5		

TEXTUAL DOMAIN: Language Arts (Cont.)

Difficulty Level 6	LA 6-1		LA 6-2		LA 6-3		LA 6-4		LA 6-5		LA 6-6	
	4	1	3	2	4	1	3	1	3	4	2	4
	4	1	2	4	3	3	1	4	1	4	1	3
	4	3	1	1	4	4	3	4	2	2	4	4
	4	4	4	2	3	3	2	1	2	4	3	4
	1	2	3	3	4	4	4	3	2	1	2	2
	LA 6-7		LA 6-8									
	4	2	3	3								
	5	4	1	2								
	1	1	4	1								
	2	5	3	3								
	5	3	2	1								
Difficulty Level 7	LA 7-1		LA 7-2		LA 7-3		LA 7-4		LA 7-5		LA 7-6	
	4	1	1	1	1	1	2	4	3	4	2	3
	4	1	2	3	2	4	1	3	5	1	5	4
	1	3	1	3	1	1	4	4	3	1	5	5
	2	4	3	2	3	2	3	4	3	5	2	1
	1	2	4	3	4	4	2	2	1	5	5	5
	LA 7-7											
	2	3										
	4	3										
	1	4										
	4	3										
	1	3										
Difficulty Level 8	LA 8-1		LA 8-2		LA 8-3		LA 8-4		LA 8-5		LA 8-6	
	4	3	2	3	2	2	2	5	2	5	3	5
	4	1	1	3	2	1	3	5	4	2	1	3
	4	2	3	1	3	2	5	4	3	4	1	1
	4	2	1	2	1	2	4	4	1	4	2	5
	2	2	4	3	3	4	1	4	1	5	4	2

TEXTUAL DOMAIN: Language Arts (Cont.)

	LA 8-7		LA 8-8		LA 8-9		LA 8-10		LA 8-11			
	5	4	1	5	3	2	3	1	5	1		
	2	5	4	5	2	5	3	3	1	2		
	3	4	4	3	2	2	1	2	2	2		
	4	4	2	5	2	5	2	2	1	4		
	4	2	4	3	5	2	1	2	5	5		
Difficulty Level 9	LA 9-1		LA 9-2		LA 9-3		LA 9-4		LA 9-5		LA 9-6	
	4	3	4	2	3	3	4	1	3	5	1	1
	3	1	3	1	5	2	3	4	5	1	3	1
	2	5	1	2	5	5	2	2	1	2	5	5
	1	5	2	2	3	1	4	5	2	2	4	1
	4	1	1	5	1	4	3	3	1	4	1	5
	LA 9-7		LA 9-8									
	3	1	1	2								
	3	5	4	4								
	4	3	5	2								
	2	1	3	5								
	1	1	5	1								
Difficulty Level 10	LA 10-1		LA 10-2		LA 10-3		LA 10-4		LA 10-5		LA 10-6	
	1	1	4	1	4	4	3	4	5	2	1	5
	3	4	1	5	3	5	5	2	2	2	1	4
	1	3	5	5	4	2	4	2	1	1	1	2
	1	5	2	2	4	4	1	2	2	5	1	2
	1	5	5	3	3	3	1	1	2	3	3	4
	LA 10-7		LA 10-8		LA 10-9		LA 10-10		LA 10-11			
	3	2	4	3	2	3	2	1	4	1		
	3	4	4	1	2	4	2	5	4	2		
	2	4	1	2	5	2	4	5	3	2		
	1	5	1	5	4	4	4	5	5	3		
	1	5	2	4	1	5	5	4	2	3		

TEXTUAL DOMAIN: Language Arts (Cont.)

Difficulty Level 11	LA 11-1	LA 11-2	LA 11-3	LA 11-4	LA 11-5	LA 11-6
	1 5	1 4	2 2	2 5	3 3	3 2
	4 3	3 1	2 3	5 1	3 1	4 1
	4 5	3 5	3 5	4 5	3 4	4 5
	3 3	1 5	5 3	3 1	3 4	3 2
	4 1	1 2	4 1	2 4	4 1	5 4
	LA 11-7	LA 11-8	LA 11-9			
	3 2	5 5	3 4			
	4 4	1 1	1 2			
	4 5	2 4	5 3			
	4 5	2 1	2 2			
	3 2	3 1	1 3			
Difficulty Level 12	LA 12-1	LA 12-2	LA 12-3	LA 12-4	LA 12-5	LA 12-6
	3 5	1 2	2 2	2 3	3 3	3 4
	1 4	3 4	2 1	2 3	1 4	2 4
	5 4	3 5	5 5	2 3	4 4	3 2
	4 5	4 3	5 1	3 4	4 5	3 5
	4 1	4 1	3 3	3 5	5 1	4 1
	LA 12-7	LA 12-8	LA 12-9	LA 12-10	LA 12-11	LA 12-12
	5 4	1 5	3 2	4 5	5 5	1 1
	5 3	4 3	4 1	3 1	5 3	3 4
	3 5	4 5	2 5	2 3	2 1	4 4
	3 3	5 1	2 3	2 2	1 2	1 4
	4 3	3 1	2 5	1 2	5 1	4 3
	LA 12-13	LA 12-14				
	5 3	3 4				
	3 4	1 1				
	4 2	1 1				
	4 5	2 5				
	5 2	5 2				

TEXTUAL DOMAIN: Language Arts (Cont.)

Difficulty Level 13	LA 13-1	LA 13-2	LA 13-3	LA 13-4	LA 13-5	LA 13-6
	4 5	5 1	5 1	3 4	3 1	5 4
	5 5	4 5	3 5	3 5	5 5	1 4
	5 5	4 2	4 2	4 3	4 5	5 5
	4 4	3 2	4 2	5 2	2 4	1 2
	4 3	5 3	5 1	2 3	5 5	2 2
	LA 13-7	LA 13-8	LA 13-9	LA 13-10	LA 13-11	
	5 4	2 1	4 5	4 2	1 1	
	4 5	4 3	1 5	3 3	1 1	
	3 4	2 4	2 4	3 5	4 3	
	2 3	5 5	3 3	1 5	3 3	
	4 1	1 2	3 4	1 4	1 2	
Difficulty Level 14	LA 14-1	LA 14-2	LA 14-3	LA 14-4	LA 14-5	LA 14-6
	1 3	1 1	2 2	3 1	5 3	1 3
	3 4	5 4	1 4	1 5	2 3	1 3
	4 2	2 3	2 3	2 2	5 2	2 3
	1 3	2 1	1 5	4 4	4 5	2 5
	3 1	5 5	1 5	2 4	5 2	5 1
	LA 14-7	LA 14-8	LA 14-9	LA 14-10		
	3 1	5 3	3 4	1 4		
	5 3	1 2	5 3	1 3		
	1 4	1 4	1 5	2 4		
	3 5	5 4	3 2	5 4		
	2 1	4 5	1 4	1 2		
Difficulty Level 15	LA 15-1	LA 15-2	LA 15-3	LA 15-4	LA 15-5	LA 15-6
	5 1	3 2	5 1	4 2	5 3	2 2
	4 4	1 5	3 4	4 4	1 2	3 5
	4 3	5 2	3 4	1 1	1 4	2 3
	5 5	3 1	3 3	4 1	5 4	5 4
	5 5	2 3	5 4	3 5	4 5	2 1

TEXTUAL DOMAIN: Language Arts (Cont.)

	LA 15-7					
	5 3					
	5 2					
	2 3					
	1 3					
	4 4					
Difficulty Level 16	LA 16-1	LA 16-2	LA 16-3	LA 16-4	LA 16-5	LA 16-6
	5 2	1 2	2 4	3 2	2 5	5 3
	4 1	1 3	4 4	1 1	2 4	3 4
	4 5	3 4	4 1	3 3	5 2	5 4
	4 1	5 4	5 1	2 3	3 4	5 4
	3 4	4 5	1 5	2 4	3 3	2 4
	LA 16-7	LA 16-8	LA 16-9	LA 16-10	LA 16-11	
	4 2	5 5	3 1	3 1	4 4	
	3 1	5 4	3 3	3 2	1 2	
	1 3	4 3	3 3	2 3	1 3	
	4 4	3 3	5 1	3 3	5 2	
	5 4	3 5	2 3	4 4	5 1	
Difficulty Level 17	LA 17-1	LA 17-2	LA 17-3	LA 17-4	LA 17-5	LA 17-6
	3 5	1 2	1 5	1 3	4 5	4 2
	5 3	1 1	4 2	4 5	3 2	5 3
	2 3	1 2	3 3	1 3	3 2	4 1
	2 4	4 4	5 3	4 1	5 2	3 1
	4 2	3 2	1 3	1 1	5 3	5 1
	LA 17-7	LA 17-8	LA 17-9			
	2 1	3 3	1 2			
	2 1	1 3	1 4			
	5 2	1 1	2 4			
	4 1	1 1	1 4			
	2 2	5 4	5 4			

TEXTUAL DOMAIN: Language Arts (Cont.)

Difficulty Level 18	LA 18-1	LA 18-2	LA 18-3	LA 18-4	LA 18-5	LA 18-6
	1 4	3 1	1 2	4 3	3 1	3 2
	3 3	1 3	3 3	1 1	1 3	3 3
	3 1	2 5	4 1	3 3	5 2	1 3
	3 2	2 3	5 3	3 3	5 4	3 3
	4 3	2 3	2 5	2 5	3 5	5 3
	LA 18-7	LA 18-8	LA 18-9	LA 18-10	LA 18-11	LA 18-12
	3 2	3 3	3 5	5 4	4 1	3 3
	3 1	2 3	3 2	2 5	3 3	4 4
	5 4	4 2	5 5	1 5	4 1	2 1
	2 1	1 2	4 3	2 2	5 2	5 2
	1 2	2 3	5 4	1 1	5 1	3 5
	LA 18-13	LA 18-14	LA 18-15	LA 18-16		
	3 5	3 1	2 4	1 2		
	5 1	2 3	1 2	5 3		
	4 3	4 4	4 1	4 2		
	3 5	1 1	2 2	3 4		
	2 4	2 3	3 1	5 2		
Difficulty Level 19	LA 19-1	LA 19-2	LA 19-3	LA 19-4	LA 19-5	LA 19-6
	1 4	2 2	3 1	2 4	2 3	3 3
	2 3	3 2	3 1	1 4	3 5	5 5
	3 1	2 1	1 2	2 3	5 4	4 5
	3 2	4 3	1 4	3 1	5 2	2 4
	2 3	1 2	3 2	5 2	1 5	2 2
	LA 19-7	LA 19-8	LA 19-9	LA 19-10	LA 19-11	LA 19-12
	2 3	3 3	2 2	2 2	5 1	3 1
	4 2	4 3	5 3	4 4	1 2	1 4
	3 3	4 2	4 1	1 5	1 4	4 2
	4 5	5 3	5 2	3 4	4 5	5 1
	3 2	2 5	5 1	2 5	3 3	2 4

TEXTUAL DOMAIN: Language Arts (Cont.)

	LA 19-13					
	5 4					
	3 1					
	5 5					
	2 1					
	1 2					
Difficulty Level 20	LA 20-1	LA 20-2	LA 20-3	LA 20-4	LA 20-5	LA 20-6
	2 3	1 4	1 2	2 3	2 2	3 4
	1 3	2 2	2 1	2 2	2 1	1 4
	2 5	1 1	3 5	1 5	2 1	5 1
	2 3	3 2	4 1	4 4	4 4	2 1
	3 4	5 4	5 1	4 3	2 1	4 1
	LA 20-7	LA 20-8	LA 20-9	LA 20-10	LA 20-11	LA 20-12
	5 4	4 2	5 2	4 1	3 4	3 5
	5 3	5 1	2 3	1 2	5 3	4 5
	4 5	2 5	1 5	4 5	5 1	2 3
	2 5	4 3	3 4	2 4	4 4	1 5
	5 3	3 3	4 3	1 5	3 2	1 2
Difficulty Level 21	LA 21-1	LA 21-2	LA 21-3	LA 21-4	LA 21-5	LA 21-6
	5 2	1 1	2 2	2 2	1 4	1 1
	3 4	5 4	1 4	1 3	4 1	5 1
	3 3	2 1	3 1	3 2	5 4	2 2
	3 1	4 2	4 4	1 1	3 5	4 5
	4 1	1 2	5 2	2 3	1 4	5 3
Difficulty Level 22	LA 22-1	LA 22-2	LA 22-3	LA 22-4	LA 22-5	LA 22-6
	5 2	2 1	2 4	2 1	5 5	5 4
	1 5	3 2	4 3	4 1	1 3	1 3
	2 2	5 4	5 3	3 4	5 2	2 1
	4 3	3 3	3 3	1 3	3 1	5 4
	3 3	4 1	2 2	3 4	1 4	4 5

TEXTUAL DOMAIN: Language Arts (Cont.)

	LA 22-7	LA 22-8	LA 22-9	LA 22-10		
	5 5	2 4	5 4	2 4		
	4 4	4 2	3 4	1 2		
	3 2	1 2	4 3	5 1		
	1 3	1 4	5 2	3 3		
	5 5	3 2	3 3	2 5		
Difficulty Level 23	LA 23-1	LA 23-2	LA 23-3	LA 23-4	LA 23-5	LA 23-6
	2 3	5 3	3 2	3 4	3 2	2 1
	3 1	1 1	4 3	4 2	5 4	3 2
	5 3	1 5	5 5	1 3	2 1	1 3
	1 5	3 2	3 4	4 5	4 3	3 1
	2 1	2 1	1 2	1 2	1 4	5 4
	LA 23-7	LA 23-8	LA 23-9			
	1 4	1 1	3 5			
	3 3	4 1	2 4			
	2 3	3 3	2 4			
	5 2	2 3	4 5			
	1 2	5 1	3 1			
Difficulty Level 24	LA 24-1	LA 24-2	LA 24-3	LA 24-4	LA 24-5	
	1 1	2 4	4 4	1 5	2 5	
	3 3	4 4	3 4	3 5	5 3	
	4 1	1 1	1 2	4 1	1 1	
	5 5	2 3	2 2	5 2	1 1	
	4 5	5 4	1 5	5 3	3 5	